



Knowledge Organiser Booklet

Year 5

Autumn 1



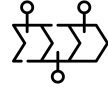




Name		Class	
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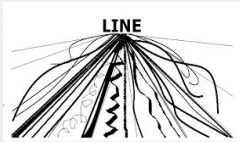







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Use your knowledge organisers to help you remember more.






	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 5 Art & Design Knowledge Organiser for Autumn 1. Topography & Maps

Art Themes		Tier 2	Key Vocabulary			
line	shape	connections	visual language	symbolism	mapping	identity
A long mark or stroke that could be straight, curved, thick, thin or any direction	A form or outline of something.	A relationship in which a person or thing is linked or associated with something else.	Communicate through visual elements.	The use of symbols to represent ideas, emotions or qualities etc.	Chart and connect places or even abstract ideas.	Who a person is and the qualities that make them unique.
We can make different lines using pencil, paint, charcoal and pastels.	We will use a range of shapes to create bold designs.	We can create connections between ideas when we make art.	We will create our own visual language when creating our personal maps.	We can use symbolism in art to express our own emotions.	We will be mapping our own personal ideas and identities.	We will be expressing different parts of our identities with our symbolic maps.
We will use a variety of lines to draw our own symbolic maps.	A balance of shapes is important within composition.	We will make connections between the real world and how we represent it in our work.	We can read the visual language of art just as we can read words.	We can use simple symbolism to represent big ideas.	Grayson Perry uses mapping in most of his art works.	To create balance in a composition we make choices such as how far it is symmetrical or asymmetrical.
						
How this connects with previous learning			How this connects with future learning			
In Year 2, you used pattern in printmaking.	In Year 3, you made collages by 'drawing with scissors'.	In Year 4, you made forms using a range of media.			In Year 5, you will explore architecture and create your own designs.	In Year 6, you will explore art and activism.
					In Year 6, you will create your own designs based on installation art.	

To help you remember and recall key information, you can make your own notes about art and design here.

This is your Year 5 Computing Knowledge Organiser for Autumn 1. Systems and Searching



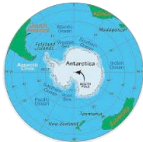
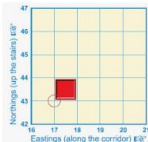
Tier 2 Vocabulary		Key Vocabulary			
connection	search engine	refine	World Wide Web	webpages	system
The act of joining or being joined to something else.	A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user.	To make minor changes so as to improve or clarify.	A service provided via the internet that allows access to web pages and other shared files.	A HTML document viewed using a web browser.	A set of things working together as parts of a mechanism or an interconnecting network.
See how devices are connected to servers and systems.	The search engine will link results more closely to the person researching.	Searches , media, content, even data needs to be refined in order to have best possible output and information.	The World Wide Web has made it easier for people to access information.	Visit a webpage to see what products, services and information are being offered.	Systems are built using a number of parts.
If this train is delayed any longer, we will miss our connection to London.	You will be introduced to a range of search engines to see which presents needed information.	You will need to refine your searches in order to find the information you need.	You will be using the World Wide Web to search and find information.	You will learn how a webpage's content can influence where it is in search ranks.	Will understand that digital systems use input and outputs to communicate to each other.
You will learn to understand the physical and electronic connections .					
How this connects with previous learning			How this connects with future learning		
In Year 2, you learnt how information technology is used in your home, how it benefits society in places like shops, libraries and even hospitals.	In Year 3, you began to develop your understanding of digital devices, inputs, processes, and outputs.	In Year 4, you learnt that the World Wide Web is part of the internet, and learnt who owns content and what you can access, add, and create.	In Year 6, you will learn how data is transferred over the internet. You will focus on addressing, before moving on to the structure of data packets.	In Year 6 you will also begin to develop an understanding of communication and collaboration whilst completing projects online with others.	In KS3, you will gain a stronger understanding of computer networks such as YouTube, Google and Netflix and how networks are used, the benefits of them and how data is transmitted across networks using protocols.

To help you remember and recall key information, you can make your own notes about **computing** here.

This is your Year 5 Geography Knowledge Organiser for Autumn 1. Map It

Tier 2 Vocabulary

Key Vocabulary

locate	contrast	Tropic of Cancer	Tropic of Capricorn	Arctic Circle	Antarctic Circle	grid references
To find the exact place or position of something.	To show the differences between two or more things.	A significant line of latitude that is located above the equator.	A significant line of latitude that is located below the equator.	A polar region around the North Pole and the most northerly circle of latitude.	A polar region around the South Pole and the most southerly circle of latitude.	Grid references on ordnance survey maps help you to pinpoint the exact location anywhere on a map.
The longitude of a place enables us to locate it on a map.	The climate in the tropics is a huge contrast to the climate in both the Arctic and Antarctic Circles .	The Tropic of Cancer marks the northern edge of the tropics.	The Tropic of Capricorn marks the southern edge of the tropics.	The sub-soil in the Arctic Circle is permanently frozen so very few plants can grow here.	98% of land in the Antarctic Circle is covered in ice.	Grid references have at least four digits.
Ordnance Survey grid references help us to locate places when orienteering.	The Arctic and Antarctic have contrasting minimum temperatures.	The Tropic of Cancer lies 23° north of the equator.	The Tropic of Capricorn lies 23° south of the equator.	In the Arctic Circle , the minimum temperature is -43°C.	In the Antarctic Circle , the minimum temperature is -62°C.	We can use grid references to help pinpoint a location when orienteering.
I located the Amazon rainforest on the map.	I like to ride my bike. In contrast my sister likes to play football.					

How this connects with previous learning

In Year 3, you learned about the five major lines of latitude.

In Year 3, you learned about the 4 main climate zones.

In Year 3, you were introduced to orienteering.



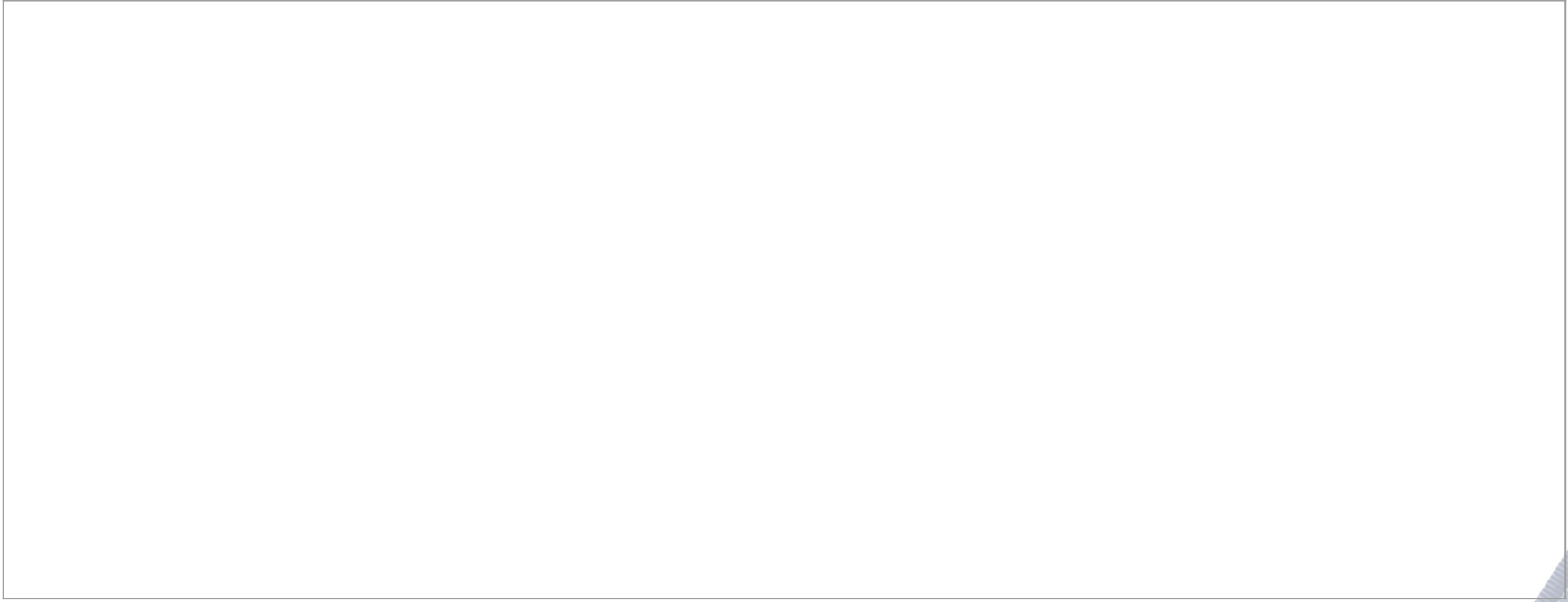
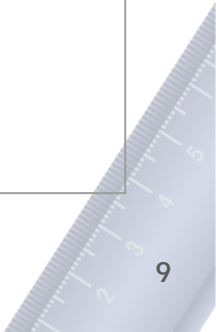
How this connects with future learning

In spring 1, you will learn the link between climate zones, biomes and vegetation belts.

In summer 1 you will learn about trade of natural resources across the world.

In Year 6, you will apply your knowledge when comparing 3 regions across the world.

To help you remember and recall key information, you can make your own notes about **geography** here.

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This is your Year 5 PSHE Education Knowledge Organiser for Autumn 1. Being Me

Tier 2 Vocabulary

Key Vocabulary

analyse

To examine something methodically and in detail.

In Year 3 you **analysed** why rules are needed and how they relate to rights and responsibilities.

In this unit you will **analyse** personal choices around behaviours and the impact of an individual's behaviour on a group.

In Year 6 you will **analyse** how actions affect other people locally and globally. You will analyse the benefits that having a voice has on a school.

opportunities

A chance that makes something possible or may bring a benefit.

It is important to make the most of the **opportunities** you are offered as this can help you to achieve your goals.

The UN Convention on the Rights of a Child was signed in order to offer children equal rights and **opportunities**.



goals

A goal is something that you decide you want, and you work hard to achieve it.

People may set goals relating to different aspects of life including learning, friendships, sports and clubs.

Rights, rules and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals.

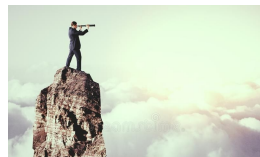


vision

An idea or mental image of something.

When you are setting your personal goals, you will need to consider your **vision** for the future and what you hope to achieve.

A headteacher may have a vision for their school. Having a plan, and setting out steps to take, is a way of helping somebody to achieve their **vision**.



British Citizen

A British Citizen is someone who has British nationality.

Being a **British Citizen** comes with many rights but also responsibilities. One of these rights is the right to democracy.

Not all **British Citizens** have the same experiences, and some British Citizens may suffer from prejudice.



prejudice

Attitudes or opinions about a person or group simple because that person belongs to a specific religion, race, nationality or other group.

Prejudice can occur when there are stereotypes about certain groups of people.

It is important to reflect upon your beliefs and opinions in order to avoid being **prejudice**. Some people may have prejudice without realising.



How this connects with previous learning

In Year 3, you learnt how actions affect others. You learnt how rules relate to rights and responsibilities and how to make responsible choices and take actions.

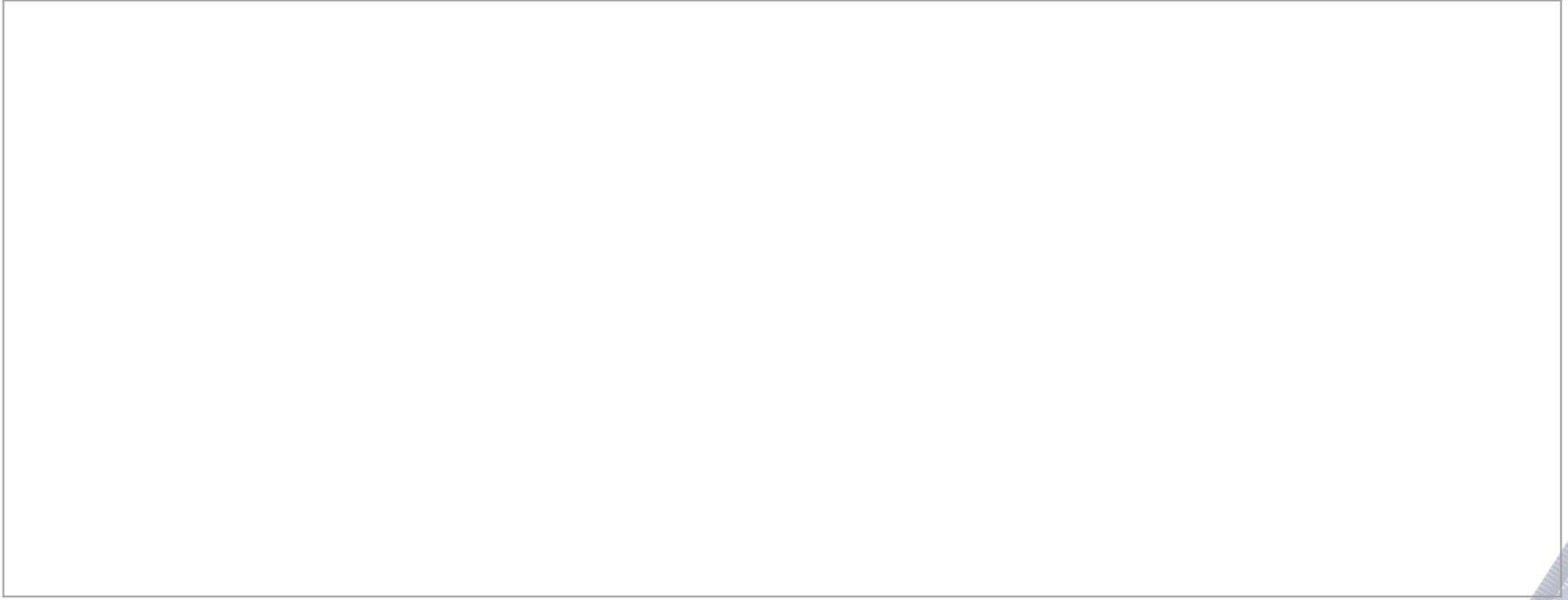
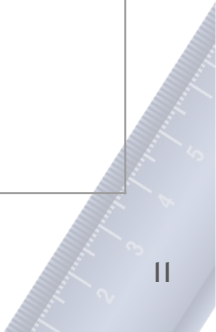
In Year 4, you learnt how it feels to be included and excluded from a group. You understood how democracy and having a voice benefits school community.



How this connects with future learning



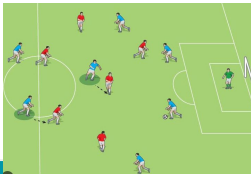
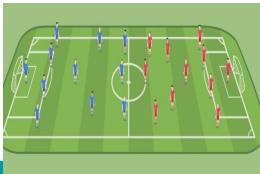


In Year 6 you will identify personal goals for the year and know how to express feelings. You will learn there are universal rights for all children but for many children those rights are not met. You will understand that actions affect other people locally and globally, and how an individual's behaviour can impact a group. You will understand how having a voice benefits a school.

To help you remember and recall key information, you can make your own notes about **PSHE** here.

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This is your Year 5 Physical Education Knowledge Organiser for Autumn 1. Football

Key Vocabulary


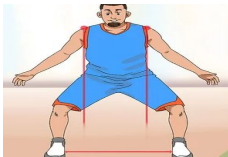





goal-side	Fair play	possession	position	foul	step-over
<p>Goal-side refers to the positioning of a player in relation to the opposing team's goal.</p> <p>When an opposing player attempts a shot on goal, being the goal-side allows a defender to position themselves between the shooter and goal.</p> 	<p>Fair play refers to set of ethical principles, sportsmanship, and respect for the rules and spirit of the game.</p> <p>Players should show respect towards referees, assistant referees, and other officials which is fair play</p> 	<p>Possession refers to the amount of time a team has control of the ball during a game.</p> <p>The opposition has lost the ball and the team has regained possession of the ball.</p> 	<p>Position refers to the specific role or area of the field that a player occupies during a game</p> <p>There are several different positions in football, each with its own distinct set of duties and requirements.</p> 	<p>Football refers to an infraction or violation of the rules committed by a player called a foul</p> <p>The referee blew the whistle and awarded a penalty shot to the opposing team after the player committed a foul.</p> 	<p>A step over is a skillful dribbling move performed by a player to deceive an opponent.</p> <p>The player reaches the opponent, they plant one foot next to the ball and swing the other foot around in a circular motion performing step over.</p> 
<p>now this connects with previous learning</p> <p>In year 3 we learned how to defend against an opponent.</p> <p>In year 3 we played football competitions with rules and regulations.</p>		<p>now this connects with future learning</p> <p>In year 4 we were working in attacking positions to try and score goals.</p> <p>In year 6 we will play matches against other team with rules.</p> <p>In year 7 we will learn how to apply tactics and rules of a 11 a side football format.</p>			



To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 5 **Physical Education** Knowledge Organiser for Autumn 1. Handball

Key Vocabulary

dribble	block	screen	free throw	double fault	offensive foul
The action of a player bouncing the ball and catching it while moving forwards to attack the goal.	The action in which a defender uses their body usually arms to block a shot at goal.	This is when an offensive player stands beside or behind a defender in order to free a teammate to either shoot a pass or drive in to score	For minor fouls a free throw is awarded at the exact spot the foul took place.	This comes about when a player dribbles, stops, touches the ball with two hands and then dribbles again.	The act of one of the attacking players fouling the opposition while attacking.
If a player takes more than three steps without dribbling (bouncing the ball) or holds the ball for more than 3 seconds without bouncing it, shooting or passing, then that is deemed 'travelling' and possession is lost.	Blocking with the arms is used to stop an attacker's shot at goal or to support the goalkeeper by covering a part of the goal	A screen is a great offensive move used to create space for the player in possession of the ball.	During a free throw , a player may either pass the ball to a teammate or have a shot at goal.	Players should focus on dribbling and passing or shooting to avoid the double fault.	A foul is awarded to the defending team when an offensive foul occurs.
					
How this connects with previous learning		How this connects with future learning			
In year 3 you learned basic passing and catching skills.	In year 4 you learned how to pass and move with the ball to set up attacks.			In year 6 you will learn to work as a team to improve group tactics and gameplay.	In year 6 you continue to develop your defensive skills.
				In year 7 you will learn about the 6 phases of handball.	

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 5 Religious Education Knowledge Organiser for Autumn 1. Islam in Britain

Tier 2 Vocabulary

Key Vocabulary

locate

The find the exact place or position of something.

In Year 3 you **located** the places of worship in your local community.

In Year 4 you **located** some famous places of worship around the world.

In this unit we will **locate** mosques in the wider community and discuss their function as a place of worship.

shahadah

Shahadah is the Arabic word for testimony. It is known as the Muslim declaration of faith.

It is the belief that "There is no god but God; Muhammad is the Prophet of God."

Shahādah is the first of the five Pillars of Islam.



5 pillars of Islam

The most important Islamic practices are the **Five Pillars of Islam**. The five pillars of Islam are: **Shahada**, **Salah**, **Zakat**, **Sawm** and **Hajj**.

Each of these pillars are an integral part of have Muslims demonstrate their faith.

Muslim must follow and meet in order to live a good and responsible life



salah

Salah means prayer. Muslims pray to Allah. It is **one of the Five pillars of Islam**. Muslims pray five times a day.

When Muslims their face Mecca, the Holy City of the Islam faith.

When Muslims pray, they use a pray mat to bow their head and kneel down.

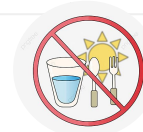


sawm

Sawn means fasting. It is **one of the Five pillars of Islam**.

Muslims fast during the month of Ramadan. During this Muslims do not eat or drink during daylight.

When Ramadan is over, Muslims celebrate with Eid.



hajj

Hajj means pilgrimage. It is **one of the Five pillars of Islam**.

A pilgrimage is a special journey, usually to a holy place.

Muslims travel to Mecca to complete **Hajj**.



How this connects with previous learning

In **Year 3** you compared the similarities and differences between Islam and other faiths.

In **Year 4** you learnt about Christianity in **Britain** and explored what it is like to be a Christian in the United Kingdom.



How this connects with future learning

In **Year 6** you will select and describe the most important functions of a place of worship for the community

In **Year 6** you will make connections between beliefs and behaviours across different religions

In **Year 6** you will discuss the challenges of being a Hindu, Christian and Muslim in Britain today.

To help you remember and recall key information, you can make your own notes about religious education [here](#).

This is your Year 5 Science Knowledge Organiser for Autumn 1. Properties & Changes of Materials

Scientific Enquiry



identifying & classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will explore adding a range of solids like sugar and salt to water and group solids based on observations.



comparative & fair testing

Comparative testing means testing objects to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will investigate the properties of different materials in order to recommend them for particular functions. We will test and compare dissolving rates and irreversible changes such as rusting.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

Concluding (drawing conclusions)

Predicting

Evaluating an enquiry



conductor

A **conductor** is a material which electricity, heat or sound can flow through



insulator

An **insulator** is a material that is a poor carrier of heat, electricity or sound.



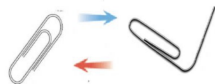
Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and magnetism.

reversible

When materials can be changed back to their original state or form it is called a **reversible** change. When ice (solid) melts to form water (liquid). It can be frozen back to ice again. This is a **reversible** change.



When a steel paper clip is bent, it changes shape. This is a **reversible** change as it can be bent back to its original shape.



irreversible

Sometimes when materials are cooked, heated, burnt or mixed, a new material is formed. The new material cannot be changed back to how it was before. This is an **irreversible** change. Paper being burnt is an **irreversible** change. It is not possible to get the paper back.



Heating an egg to make a fried egg creates a new material. This change is **irreversible**.



dissolving

When a solid is **dissolved**, it is mixed into a liquid creating a solution. Some materials do not **dissolve**. They are insoluble and form sediment.



salt solution



sediment in water

evaporation

To recover a substance from a solution we can use different methods such as **evaporation** where a material is turned from its liquid state into a gas.

filtering

One was to separate materials in a mixture by **filtering**. This involves passing a liquid through a mesh to separate solids.

sieving

Sieving separates solids from liquids or larger solids from smaller solids by passing them through a net.



filtering

sieving



Things you learnt in previous topics

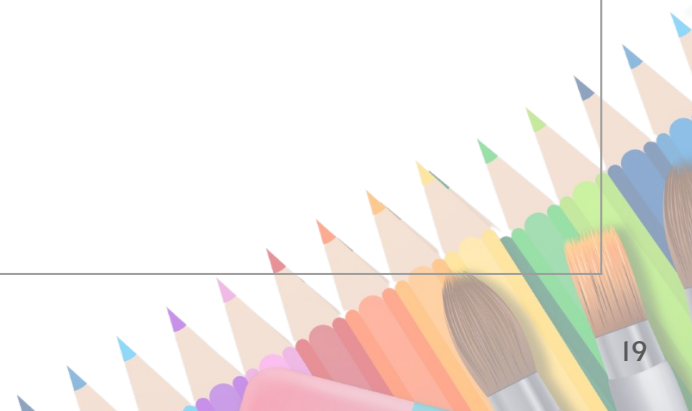
In Year 2, you identified and compared the suitability of a variety of everyday materials for particular uses and found out how the shapes of solid objects made from materials like plastic and rubber could be changed. In Year 3, you identified magnetic materials. In Year 4, you compared and grouped materials according to whether they were solids, liquids or gases and observed changes of state. You learnt about evaporation and condensation and the water cycle.



How this connects with future learning

In KS3, you will learn about chemical reactions as the rearrangement of atoms. You will be able to represent chemical reactions using formulae and equations. You will learn about combustion, thermal decomposition, oxidation and displacement reactions. You will be able to define acids and alkalis in terms of neutralisation reactions. You will be able to use the pH scale for measuring acidity/alkalinity; and indicators.

To help you remember and recall key information, you can make your own notes about **science** here.



Year 5 Spanish Knowledge Organiser

Todo sobre mí


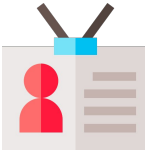


Saludos

Greetings

	Buenos días Good morning
	Buenas tardes Good afternoon
	Buenas noches Good night

Preguntas

Questions

			
¿Cómo estás? Estoy	¿Cómo te llamas? Me llamo.....	¿Cuántos años tienes? Tengo años.	¿Cuándo es tu cumpleaños? Mi cumpleaños es el de

Sentimientos

Feelings

Estoy	
	bien / mal
	feliz / triste
	hambriento
	cansado
	aburrido

Los números

The numbers

1	uno	11	once	21	veintiuno	30	treinta y uno
2	dos	12	doce	22	veintidos	30	treinta y dos
3	tres	13	trece	23	veintitres
4	cuatro	14	catorce	24	veinticuatro	40	cuarenta
5	cinco	15	quince	25	veinticinco	50	cincuenta
6	seis	16	dieciseis	26	veintiseis	60	sesenta
7	siete	17	diecisiete	27	veintisiete	70	setenta
8	ocho	18	dieciocho	28	veintiocho	80	ochenta
9	nueve	19	diecinueve	29	veintinueve	90	noveinta
10	diez	20	veinte	30	treinta	100	cien

Enfermedades

Illnesses

	
Me duele la cabeza.	Tengo tos.
	
Me duele la tripa.	Tengo fiebre.
	
Me duele el pie.	

To help you remember and recall key information, you can make your own notes about **Spanish** here.

To help you remember and recall key information, you can make your own additional notes here.

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To help you remember and recall key information, you can make your own additional notes here.

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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written in a bold, teal, sans-serif font, both centered within the circle.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility