



# Knowledge Organiser Booklet

## Year 5

## Summer 2



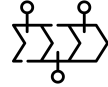




Name		Class	
------	--	-------	--









# Contents

Page 3	Using Your Knowledge Organiser Guide	Page 8	Physical Education Knowledge Organiser 2
Page 4	Art & Design Knowledge Organiser	Page 9	Science Knowledge Organiser
Page 5	Computing Knowledge Organiser	Page 10	Spanish Knowledge Organiser
Page 6	History Knowledge Organiser	Page 11	Notes Page
Page 7	Physical Education Knowledge Organiser 1	Page 12	School Values

# 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 Summer 2. Architecture

Art Themes		Tier 2	Key Vocabulary			
space	form	contrast	domestic architecture	environmental	interior	exterior
The area around, or within, objects.	A shape or object with three dimensions (3D).	To show the differences between two or more things.	Buildings designed for people to live in, like houses.	Relating to the natural world and making sure we respect nature.	The spaces inside a building.	The outside appearance of a building.
The <b>space</b> within the hallway was large and open.	Architecture includes a series of <b>forms</b> including cubes and prisms.	Architecture can include <b>contrasting</b> forms such as geometric and organic forms.	In <b>domestic architecture</b> it is important to plan rooms where people can cook and sleep.	<b>Environmentally</b> friendly buildings are well insulated to stop heat escaping.	We will explore and imagine different <b>interior</b> spaces.	An architect decides what the <b>exterior</b> of a building will look like.
We can design interior and exterior <b>spaces</b> .	Architects may use geometric or organic <b>forms</b> in their work.	In our drawings, we <b>contrast</b> light and dark tones.	We see <b>domestic architecture</b> all around us in flats and houses,	Architects consider the <b>environmental</b> impact of the buildings they design.	<b>Interior</b> spaces might be small and cosy or large and open.	The <b>exterior</b> of a building can be made of different materials such as brick or wood.
						
How this connects with previous learning			How this connects with future learning			
In Year 2, you learnt about being an architect.	You used different forms in your architecture models in Year 2.	In Year 4, you explored pattern and created your own designs .		In Year 6, you will look at how artists and designers communicate a message through their work.	In Year 6, you will look at the human form and make 3D drawings.	In Year 6, you will explore space and form in relation to immersive art.

# This is your Year 5 Computing Knowledge Organiser for Summer 2. Selection in Quizzes

## Tier 2 Vocabulary

## Key Vocabulary

### flow

### conditions

### if...then...else...

### binary

### branch

### debug

Move steadily and continuously from one place to another.

A smooth uninterrupted movement or progress of a program.

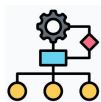
Exercise can increase the blood **flow** to specific areas of the body.

Selection and **conditions** will be used to control the **flow** of your program.

The state of something with regard to its appearance, quality, or working order.

A statement that can be either True or False.

You will learn how **conditions** are used to control the **flow** of actions in your program.



Programming language statement that compares two or more sets of data and tests the results.

If the results are true, the THEN instructions are taken; if not, the ELSE instructions are taken.

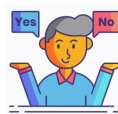
You will apply your knowledge of these statements to create a program that features selection influenced by a random number.



Related to, composed of, or involving two things.

Is a numbering scheme in which there are only two possible values for each digit. Ex. 0 or 1 and yes or no.

You will create a quiz that has a **binary** question, one with either yes or no answer.



To divide into one or more subdivisions.

An instruction that tells a computer to begin executing different instructions rather than simply executing the instructions in order.

You will use algorithms with a **branching** structure to represent the answers to a quiz.



The process of finding or correcting errors in a program.

If a code is not running correctly, an error has been made which will need fixing.

You will need to spot the error and **debug** the program in order for it to **flow** without error.



### How this connects with previous learning

In Year 3, you learnt about sequencing codes to ensure a program ran in the correct order.

In Year 4, you learnt about repetition and how to use loops when coding. You selected which type of repetition was needed for a given code.




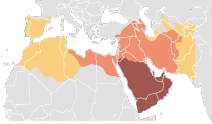


You have used a Crumble kit to learn how to connect and program components in order to control the **flow** of actions in your program.

### How this connects with future learning

In Year 6, you will learn about variables in programming through games in Scratch. You will use those variables to then modify them and create your very own game. At the end of Year 6, you will combine all your programming knowledge to use a physical device called a micro:bit.

In KS3, you will develop your programming skills through the concepts of sequencing, variables, selection, and count-controlled iteration.

# This is your Year 5 History Knowledge Organiser for Summer 2. Islamic Civilisation

Historical Themes		Tier 2	Key Vocabulary			
<p><b>innovation</b></p> <p>A new idea, a new product or a new way of doing something</p> <p>In Year 4 you learnt that <b>innovations</b> in leisure and entertainment changed people's lives.</p> <p>Scholars in The <b>Islamic Golden Age innovated</b> the production of paper to make more books and write down more ideas.</p> 	<p><b>society</b></p> <p>How people in a specific area live their lives</p> <p>In Year 4 you learnt how the structure of <b>society</b> was altered by the introduction of the television.</p> <p>The <b>society</b> of historic Baghdad was built on ideas from Ancient Greece, particularly the philosophy of Socrates.</p> 	<p><b>connections</b></p> <p>To join to something else</p> <p>Studying history allows people to make <b>connections</b> between people, places and events in the past</p> <p>Different people make different <b>connections</b> to events in history based on their own experiences. The events of the <b>Islamic Golden Age</b> are <b>connected</b> to how <b>societies</b> in the Arabian peninsula are structured in the modern era.</p>	<p><b>Islamic</b></p> <p>Relating to a religion based on the teaching of the Prophet Muhammad and the Qur'an.</p> <p>The <b>Islamic Golden Age</b> is a period in history traditionally dated from the 8th century to the 13th century.</p> <p>The city of Baghdad was the focal point of this period of <b>Islamic</b> prosperity.</p> 	<p><b>caliphate</b></p> <p>An area ruled by an organisation or person, under <b>Islamic</b> rules and laws.</p> <p>Muhammad al-Mansur was the second ruler of the Baghdad <b>caliphate</b> and established the inner city.</p> <p>The Abbasid dynasty ruled the <b>caliphate</b> of Baghdad and helped spread <b>Islamic</b> teaching throughout the world.</p> 	<p><b>Silk Road</b></p> <p>A network of trade routes active from the second century BCE until the mid-15th century.</p> <p>Baghdad was the most important urban area (city) along the <b>Silk Road</b> for several centuries.</p> <p>The <b>Silk Road</b> allowed ideas about art, medicine, science and religion to be traded, alongside goods.</p> 	<p><b>algebra</b></p> <p>The study of mathematical symbols and the rules for manipulating these symbols in formulas.</p> <p><b>Islamic</b> scholar Muhammad ibn Musa al-Khwarizmi wrote a book which introduced <b>algebra</b> to the world.</p> <p>The Arabic term الجبر (al-jabr) was adopted by Western languages and became <b>algebra</b>.</p> 
<p><b>How this connects with previous learning</b></p> <p>You know that Alexander the Great conquered parts of the Arabian peninsula.</p> <p>You know that the Romans held territory in north Africa and in the Arabian peninsula too.</p> <p>During your Viking topic you found out about the importance of exchanging language and ideas.</p>			<p><b>How this connects with future learning</b></p> <p>You will continue to learn about the world wide influence of non-European <b>societies</b> in your Year 6 topic Benin.</p> <p>You will learn how the British Empire later impacted on the <b>Islamic</b> world and Arabian peninsula.</p> <p>You will continue to understand how buildings can shape <b>society</b> in the Building the Past unit in Year 6.</p>			



# This is your Year 5 Physical Education Knowledge Organiser for Summer 2. Cricket

## Key Vocabulary

accuracy	rise of the ball	overarm	defensive shot	pull shot	wicket keeper
Hitting the ball with <b>accuracy</b> ensures the ball is hit past fielders into open space, that then allows the batsman to score runs.	This refers to the path of the ball as it <b>rises</b> up from the first bounce. The bowler aims to bounce the ball before it hits the wicket.	<b>Overarm</b> bowling is when the bowler releases the ball with their hand above shoulder height.	A forward <b>defensive shot</b> is a deliberate shot that aims to prevent the ball from hitting the wicket.	This is when the batsman hits the ball with power towards the leg side.	A fielder stationed close behind the batter's <b>wicket</b> who usually wears protective gloves and pads.
The bowler can also use <b>accuracy</b> to aim the ball at the wicket with a maximum chance of hitting the bails off the stumps.	The batsman should hit the ball 'on the rise' after the bounce, before it reaches its maximum height.	Bowling <b>overarm</b> allows you to throw with more power than an underarm throw.	The main aim of a <b>defensive shot</b> is to protect the wicket, rather than score runs.	Hitting a <b>pull shot</b> is an effective way to score more runs.	The wicket keeper is aiming to stump out the batsman when he is out of his crease.
					

### How this connects with previous learning

In Year 3 you learnt some of the basic vocabulary for cricket and practised simple game play.

In Year 4 you learnt to develop a range of skills in a competitive scenario and identify the different positions in cricket.



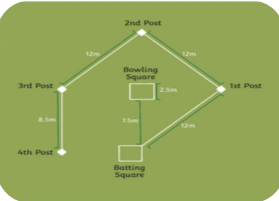

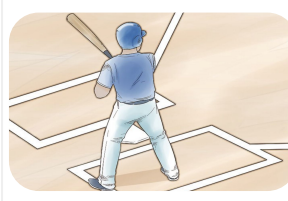
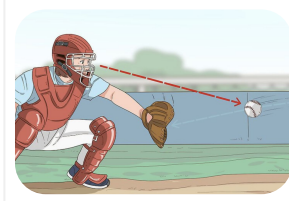


### How this connects with future learning

In Year 6 you will apply some aspects of fitness to the game of cricket and use a range of skills in combination. You will also learn new skills, vocabulary and techniques and apply these with consistency. You will also learn more about tactical game play to bat/filed more effectively.

# This is your Year 5 Physical Education Knowledge Organiser for Summer 2. Rounders

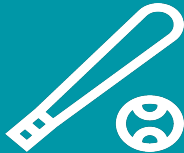
## Key Vocabulary

power	consistency	base	defensive	offensive	backstop
The ability of an athlete to generate force quickly and explosively.	The ability of an athlete to perform at a high level consistently over time.	A physical object on a playing field.	Refers to the positioning and responsibilities of the fielders when their team is fielding.	Refers to the strategy and tactics used by the batting team to score runs and advance their players around the bases.	A fielding position played by a member of the defending team who stands behind the batter.
<b>Power</b> is the combination of strength and speed, and is often measured by the amount of work produced in a given amount of time.	<b>Consistency</b> is the ability to repeat a successful performance or outcome repeatedly.	The <b>base</b> is the four points on the field that runners must touch in order to score a run.	<b>The defensive</b> team consists of a pitcher, catcher, four infielders, and three outfielders.	The <b>offensive</b> team has one player at a time who takes turns to bat.	The <b>backstop's</b> role is to field any balls that get past the batter, preventing runners on base from advancing or scoring.
					

### How this connects with previous learning

In Year 3 you learnt the rules and how to play simple rounders games.

In Year 4 you started to play competitive rounders and started to understand the roles of the players.



### How this connects with future learning

In Year 6 you will learn how to apply rounders rules consistently to play small sided games. You will start to play using a standard pitch layout and use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

# This is your Year 5 Science Knowledge Organiser for Summer 2. The Human Life Cycle

## Scientific Enquiry

### direct instruction

Through my teacher's instruction, we will learn that when babies are young, they grow rapidly and that they are very dependent on their parents. We will learn that, as babies develop, they learn many skills. We will learn about puberty, that a child's body changes and develops primary and secondary sexual characteristics and that this enables the adult to reproduce.

### researching

If possible, we will carry out research using secondary sources including our Personal Child Health Record to find information about baby and childhood.



## 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



## Subject Specific Vocabulary

### baby

Being a **baby** is the first stage of the human life cycle. The age of a **baby** ranges from birth to between 1 and 2 years old.



### dependent

**Babies** are very **dependent** on their parents, as they cannot do anything independently. Parents must feed and clothe **babies** and ensure they are warm and safe.

### childhood

**Childhood** is when a human is a young person. Childhood starts after the **baby** stage ends at age 2.



### adolescence

The phase of life between childhood and adulthood. Usually from age 12 or 13.

### puberty

**Puberty** is when a child begins to change and develop into an adult.

### adulthood

**Adulthood** begins after a human has finished adolescence at age 18.



When a person reaches **adulthood**, they have much more independence. They can do many things that a **child** and **adolescent** cannot do.

### old age

**Old age** is when a human is nearing the age of life expectancy. This is approximately 80 years of age.



During **old age**, some people need support in doing certain things.

### foetus

A **foetus** is a developing baby that has not yet been born.



The **foetus** grows inside the mother's womb. It is entirely **dependent** on the mother to provide it with food, water and safety. A human foetus is usually born after approximately 9 months.

## Things you learnt in previous topics

In Year 2, you learnt that animals, including humans, have offspring which grow into adults.



## How this connects with future learning

In Secondary School, you will learn about reproduction in humans, gestation and birth, including the effect of the lifestyle of parents on the foetus.

## Los números Numbers

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
...	...
20	veinte
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

# Year 5 Spanish Knowledge Organiser Mi Portfolio

qu - j - ce/ci - ñ - ll - z - y - h

## Preguntas Questions

pero → but

y → and

porque →  
because



¿Cómo estás?/  
¿Qué tal?  
Estoy .....



¿Cómo te llamas?  
Me llamo.....



¿Cuántos años  
tienes?  
Tengo ..... años.



¿Cuál es tu \_\_\_\_  
favorito?  
Mi ..... favorito es .....



¿Cuándo es tu  
cumpleaños?  
Mi cumpleaños es el  
..... de .....

## Verbos Verbs

es → it is

voy → I go

vas → you go

va → he/she/it goes



comer → to eat

beber → to drink

## Adjetivos Adjectives

	delicioso/a
	asqueroso/a
	fácil
	difícil
	divertido/a
	guay
	aburrido/a

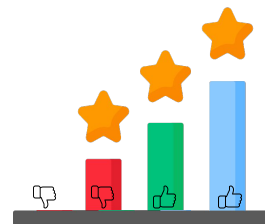
## Preguntas Questions

¿Qué comes?  
¿Qué bebes?

¿Qué comida te gusta?  
¿Qué deporte te gusta?

¿Por qué te gusta?  
¿Por qué no te gusta?  
¿Por qué te encanta?  
¿Por qué odias?

## Frases Sentences

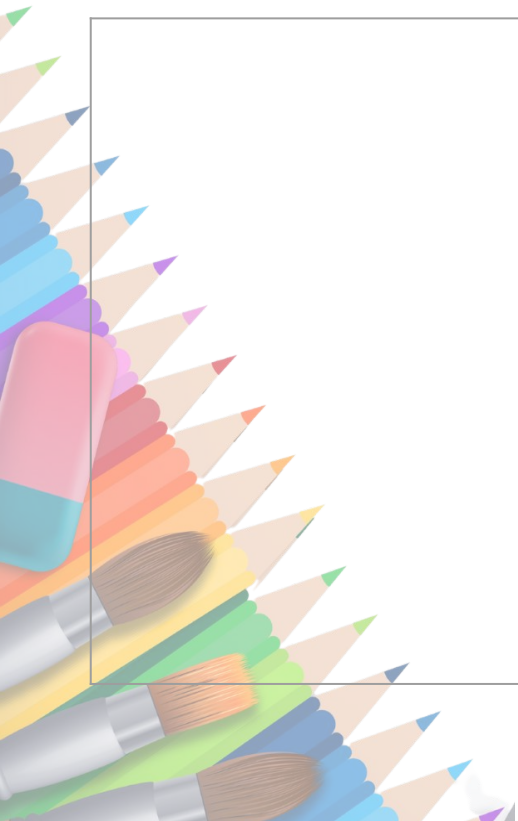


\*comer + \*comidas,  
\*beber + \*bebidas,  
\*beber\*

Me encanta/ n  
Me gusta/ n + el/los + \*comidas\* + porque es  
No me gusta/ n + la/las + \*deportes\* + porque son +  
adjetivo Odio

Me encanta/ n  
Me gusta/ n + \*hobbies\* + porque es  
No me gusta/ n + porque son + \*adjetivo\*  
Odio

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

A large, empty rectangular box with a thin black border, intended for students to take notes. It occupies the central and right portions of the slide.

At New Wave Federation, we demonstrate...



new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility