

Year 5 Knowledge Organisers



Useful Information

- Home Learning will be sent home every Friday on Google Classroom and should be completed by the following Thursday and handed in to the class teacher (You will find your child's login information in the front of the yellow reading record/diary).
- Spellings Spellings will be shared on Google Classroom and with the children each week. There will be a spelling test every Friday. Please support your child by practising their spellings with them.
- Children will continue to wear their PE kits to school on PE/Enrichment days (if in Mr Hambleton's group see below).
- There will be plenty of other occasions for sport throughout the week and as such a spare pair of trainers must be left in school at all times. These may need replacing as children outgrow them.
- Wellies are also to be in school at all times so that children have access to the full curriculum.
- Your child's enrichment group for each term will be communicated to them and to parents/carers via google classroom.

Please note, on your child's Enrichment day they will need:-

- •Cookery a plastic food container to bring their food home.
- Mr Hambleton to come into school wearing their PE kits.
- •Earth Adventures A spare pair of jogging bottoms/trousers in case they get wet.

Monday	Tuesday	Wednesday	Thursday	Friday
		Enrichment	Link Learning from the previous week due in	Spelling Test
		Mr Hambleton's group to be in PE kit	PE	New Link Learning provided on Google Classroom and
		Mrs Terry's cooking group to bring a pot to transfer scrumptious make home!	(Remember to come in your PE kit for the day!)	sent home

Netball



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	Essential Vocabulary
<u>Şрасе</u>	To be aware of where your body is during physical activities and where and when to move it
Disguise	A coordinated action that conceals information from an opponent
Receive	The act of obtaining the ball from a pass or an interception, getting it under Control
Pivot	A swivel movement that allows the player to move on a fixed axis to either pass or shoot
Shoo t ing	How the team scores a point, getting the ball through the net
Non verbal	Not involving words
Court	Rectangular in shape that defines the space where netball is played

Links to Prior Learning

- Passing with accuracy in Key Stage 1
- Communicating as a team in Year 3 and 4 •
- Different types of netball passes in Year 3 and 4

key Knowl	edge
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- That I need to move to new space after passing.
- How to disguise my passes
- That when I get sideways on to receive a ball it opens up the court.
- What the terms, 'landing foot, pivot and stepping' mean.
- The rules around shooting
- Some attacking principles.
- To communicate non verbally on court
- Where I am allowed on court when playing specific positions

Key Skills

- Send a netball in a variety of ways.
- · Receive a ball and already know what I want to do with it.
- Pass accurately and using a variety of passes
- Anticipate the play and release the ball quickly and • efficiently
- Shoot with good technique
- Land and pivot to pass the ball.
- Shoulder pass accurately and with force.
- Create space for myself.
- Position myself to take rebounds from missed shots •
- Participate purposefully in a netball match •

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- What are the seven positions in netball?
- Which players can shoot?
- How should you land to make it easiest for yourself?
- What makes good goal shooting technique?
- What is a shoulder pass?
- Which position can go in the most zones on court?
- Where should you stand to get a rebound?





Year 5 - Autumn 1 - P.E.



	Essential Vocabulary	Key Questions				
Invade	When a group of people or an army enters a place by force and takes control of it	 What was life like in England after the Romans left? Why did the Anglo-Saxons migrate to England? 				
Resistance	When people fight back or try to stop someone or something from taking over	 What was life like in Anglo-Saxon England? What Can be learned from artefacts of the Anglo-Cayon period? 				
Tribe	A group of people who are Connected by their shared ancestry, Culture, and often live together	 Why did the Vikings invade Britain? What happened at Lindesfarne? How did the Anglo-Saxons shape modern Britain? 				
Settlement	A place where people build their homes and live together as a Community	Did Alfred deserve the title 'The Great'?				
Pillage	When someone steals or takes things from a place by force, usually during a time of conflict or invasion					
		Key Knowledge				
Hostile	When someone or something is unfriendly, aggressive, or wants to Cause harm	• Life in England after the Romans left was challenging, with less organised government, a				
Aggressive, or wants to cause harmExileWhen someone is forced to leave their home or Country and Cannot return, often as a punishment or for safety reasonsMigrateWhen people move from one place to another, usually for better opportunities, safety, or to find new resources.		 decline in Cities, and increased invasions by other groups. The Anglo-Saxons migrated to England because of farmland. Life in Anglo-Saxon England was primarily rural, with people living in small villages or farms. They relied on farming for food and resources, had close-knit communities, and followed a social structure based on loyalty and kinship. The Vikings invaded Britain seeking new lands, wealth, and resources, as well as for political power and to establish their influence in the region. 				
	Links to Prior Learning	 Alfred the Great unified England and dealt with the Vikings. Alfred the Great stole other people's idea. 				
ChronologThe fall of	y throughout all year groups the Roman Empire in Year 4	• Lots of information about Alfred the Great are myths so Can't be trusted.				

PSHE/RSE Knowledge Organiser Year 5 Autumn 1



Primary Academy

illustrated by Henry Cole

What	makee un a	\mathbb{V}	
		Key Knowledge	Key Questions
perso	n's identity?	 know how to recognise and respect similarities and differences between people 	How Can we learn to respect differences in people?
	Essential Vocabulary	 And what they have in Common with others Know that there are a range of factors that 	What gives someone their identity?
ethniCity	Ethnicity is a special group that people belong to because of their family and where they come from. It's like a big family that has its own traditions, culture, and sometimes even language. People might have different colours of skin, hair, and eyes because of their ethnicity, and they might celebrate different holidays and eat different foods. It's what makes us unique and special.	 Contribute to a person's identity (e.g. ethnicity, family, faith, Culture, gender, hobbies, likes/dislikes) know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not corrected with their biological apul) 	 What is a stereotype? How Can we Challenge stereotypes? Can a person's biological sex and gender be different?
gender	Gender is a way of describing if someone is a boy or a girl	 Know about stereotypes and how they are 	
stereotype	A stereotype is when people think that all members of a Certain group are the same and have the same qualities or abilities. Sometimes we make a generalization about a whole group of people without really knowing them as individuals. For example, if someone says that all boys are good at football and all girls are good at dance. Stereotypes can be hurtful and make people feel judged or limited based on what others think	 influence behaviours and attitudes towards others learn how to Challenge stereotypes and assumptions about others 	RSE No Outsiders Children will discuss relationships and how people and families might be different, including gay relationships.
biological sex	about their group. Biological sex is whether you are a boy or a girl and the way	Links to Prior Learning.	tand
toleranCe	the body is made. Tolerance means being kind and accepting of other people, even if they are different from you or you disagree with them.	 What is the same/different about us? (Nursery, Reception Year 1) What makes a Community (Year 3) How Can we look after each other in the world? (Year 1) 	makes three by Justin Richardson an Peter Parnell

(Year 4)

• How do we treat each other with respect?

Food – What Could be healthier?



Packagin

	Essential Vocabulary	Key Knowledge	\checkmark
Cross- contamination	Cross contamination is how bacteria Can spread. It happens when liquid from raw meats or germs from unclean objects touched cooked or ready-to-eat foods.	 To understand where meat Comes from - learning that beef is from Cattle and how beef is reared and processed, including key welfare issues. To know that I Can adapt a recipe to make it healthier by substituting ingredients. To know that I Can use a putritional Calculator to see how 	Key Questions What ingredients Complement each other? How Can you avoid Cross Contamination?
Method	Following a process or list of instructions.	 healthy a food option is. To understand that 'Cross-Contamination' means that bacteria and germs have been passed onto ready-to-eat 	How Can we make our product ethical and reduce the amount of processed ingredients?
Welfare	The health and happiness of a person or an animal.	foods and it happens when these foods mix with raw meat or unclean objects.	What foods are healthy, and which are not?
Beef	Meat that comes from a cow		What does nutritional value mean?
Research	The collecting of information about a subject.		
Processed	Food that has undergone Changes to its natural state.	Key Skills	
EthiCal	meats or germs from unclean objects touched cooked or ready-to-eat foods. ethod Following a process or list of instructions Ifare The health and happiness of a person or a animal. ef Meat that comes from a cow search The collecting of information about a subject. pcessed Food that has undergone changes to its natural state. nical Having the concept of what is right and wrong. Links to Prior Learning In year 4, we adapted and made a recipe that contained healthy ingredients that complemented each other. We learnt how to budget when planning for ingredients. Second prior ingredients.	 Adapting a charactering recipe, underscharing the the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant Changes to ingredients. Designing appealing packaging to reflect a recipe. 	The Farm to Fork Process
	Links to Prior Learning	 Cutting and preparing recipes safely. Using equipment safely, including knives, hot pans and hobs. 	
 In year 4, we healthy ingree We learnt ho We learnt the 	adapted and made a recipe that contained dients that complemented each other. w to budget when planning for ingredients. e following cooking techniques: sieving,	 Knowing now to avoid cross-contamination. Following a step-by-step method Carefully to make a recipe. Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups. 	2. Processing le.g. factory)

Year 5 – Autumn 1 – Design Technology

Creaming, rubbing method and Cooling.





	Essential Vocabulary			
Impressio nism	A style or movement in painting CharaCterized by a ConCern with showing the visual impression of the moment			
Complim entary	Complementary colours are pairs of colours which, when combined or mixed, Cancel each other out			
abstraCt	Artworks that do not attempt to represent an accurate depiction of a visual reality			
figurativ e	Any form of modern art that retains strong references to the real world			
WaterCO OUr	Artists' paint made with a water- soluble binder and thinned with water rather than oil.			

Year 5- Dry media/painting Impressionism

Key Knowledge

- Impressionism is all about bright colours, bold brushstrokes and a rebellious spirit!
- The impressionists tried to Capture the movement and life of what they saw and show it to us as if it were happening before our eyes.
- Some of the main impressionist artists are Claude Monet, Berthe Morisot, Camille Pissarro, Alfred Sisley, Auguste Renoir, Mary Cassatt and Edgar Degas.
- They painted outdoors
- They looked at how light and colour Changed the scenes.
- They often painted thickly and used quick (and quite messy) brush strokes.



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Key skills

Testing media Testing materials



Experiment with line, tone, pattern, texture, colour.



Links to Prior Learning

- Year 4 painting- Jessi Raulet
- Year 3 painting- Steve Mbatia
- Year 2 painting-portraits.

Key Questions

- What is impressionism?
- Who were impressionists?
- What is the difference between abstract and figurative?

Place Value - Number

	Essential Vocabulary
Place value	The numeriCal Value that a digit has
Partition	A way of splitting numbers into smaller parts to make them easier to work with
Rounding	Alter a number to one less exact but more convenient for Calculations
Compare	To view something in relation to another
Equivalent	When two or more quantities have the same value
Ascending	Increasing in size
Descending	Decreasing in size
Convert	To Change a value or expression from one version to another
Sequence	A list of numbers or objectives in a specific order

Links to Prior Learning

- Recognise the place value of each digit in a 4-digit number (hundreds, tens, ones) in Year 4
- Read and write numbers in numerals and words in Year 3 and Year 4.
- In Year 4, reading Roman numerals to 100
- Rounding numbers in Year 4

Round each number to the nearest 10,000

Here is a date written in Roman numerals.



Our Small Steps of Learning

Roman numerals to 1,000 Step 1 Step 2 Numbers to 10,000 Numbers to 100,000 Step 3 Numbers to 1,000,000 Step 4

Read and write numbers to 1,000,000

- Powers of 10 Step 6
- 10/100/1,000/10,000/100,000 more or less Step 7
- Partition numbers to 1,000,000 Step 8
- Step 9 Number line to 1,000,000

Step 10

Step 13

- Compare and order numbers to 100,000
- Compare and order numbers to 1,000,000 Step 11
- Step 12 Round to the nearest 10, 100 or 1,000
- Round within 100,000 Round within 1,000,000 Step 14

A number is shown in the place value chart.

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		•••		

What number is represented?

Year 5 – Autumn 1 - Maths



Key Questions

- What rules do we use when converting numbers to Roman numerals?
- How do you know what order to write the letters when using Roman numerals?
- Which digit or digits would change in value if you added a 10/100/1,000 Counter?
- Counting in 10,000s, what would you say after "sixty thousand"?
- If 100,000 is the whole, what could the parts be?
- Are 6-digit numbers always greater in Value than 5-digit numbers?
- How can you tell if a number is a power of 10?
- How does knowing that 9 + 5 = 14 help you to work out 9 tens + 5 tens? What • about 9 thousands + 5 thousands?
- When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next?
- Which place value column should you look at to round the number to the nearest 10/100/1,000?
- What is the most appropriate way of rounding this number?

	Key Knowledge
•	Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
•	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
•	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
•	Solve number problems and practical problems involving the above
•	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

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Addition and Subtraction - Number

Step 1

Step 3

Step 4

Step 6

Step 7

Step 8



Key Questions

- How does knowing that 2 + 5 = 7 help you to work out 20,000 + 50,000?
- What number is 999 close to? How does that help you to add/subtract 999 from another number?
- Does it matter which number goes at the top when using the column method?
- How do you know if the Calculation is an addition?
- Will you need to make an exchange? Which columns will be affected if you do? How do you know?
- How do you know which digits to "line up" in the Calculation?
- What place value column should we look at to round the number to the nearest 10/100/1,000/10,000/100,000?
- Is the actual answer going to be greater or less than your estimate? Why?
- Do you need to add or subtract the numbers at this stage? How do you know?
- If the two additions/subtractions have the same result, what does that tell you about the numbers in the additions/subtractions?

Ron uses place value counters to calculate 4.356 + 435

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	100 100	10								
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	Essential Vocabulary					
Total	Including everything added together					
Addition	The action or process of adding something to something else					
Subtraction	To take away from something else to decrease the size, number or amount					
Column method	A mathematical method of calculation where the numbers to be added or subtracted are set out above one another in columns					
Inverse	The opposite					
Efficient	The ability to determine a method to solve a solution quickly with the least amount of effort					
Rounding	Alter a number to one less exact but more convenient for Calculations					

Links to Prior Learning

- Number bonds in Key Stage 1 and EYFS.
- Adding and subtracting mentally in Year 2,3 4 4
- Estimate answers and Check using the inverse in Year 3 \div 4
- Solving problems and missing number problems in Year 3 4 4
- Rounding in Year 4.

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Use the place value	cnart	ana	tne	column	method	το	neip	you

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		100 100	0	11		-		8	4	2	6	
		100		00								

Our Small Steps of Learning

Add whole numbers with more than four digits
Subtract whole numbers with more than four digits

Round to check answers

Mental strategies

Step 5 Inverse operations (addition and subtraction)

Multi-step addition and subtraction problems

Compare calculations Find missing numbers

Key Knowledge

- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than four digits, including using formal written methods (Columnar addition and subtraction)
- Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Use rounding to check answers to Calculations and determine, in the Context of a problem, levels of accuracy

Year 5 - Autumn 1 - Maths

Multiplication and Division - Number



Key Questions

How Can you work in a systematic way to find all the factors of a number?

In what direction do the digits move when you multiply by 10/100/1,000?

How many places to the left do the digits move when you multiply by

How Can you use inverse operations to find related Calculations?

Why are square numbers Called "square" numbers?

Why are cube numbers called "cube" numbers?

What is the difference between a prime number and a composite number?

Essential Vocabulary					
Multiply	Repeated addition of groups of equal sizes				
Divide	Sharing into equal groups				
Factor	A number that divides the given number evenly or exactly				
Multiple	The product result of one number multiplied by another				
Remainder	An amount left over after division				
Prime number	A positive integer that Can only be divided by itself and one				
Composite number	Any number that has more than two factors, ie. Is not a prime number				
Square number	The result when a number has been multiplied by itself				
Cube number	The result when a number has been multiplied by				

Our Small Steps of Learning Step 1 Multiples Common multiples Step 3 Factors Common factors Prime numbers Step 5 Square numbers Cube numbers Step 7 Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Step 10

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10/100/1,000?

• What does "inverse" mean?



►	64,000 ÷ 10 =	HTh	TTh	Th	
	64,000 ÷ 100 =		6	4	
	64,000 ÷ 1,000 =				

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HTh	TTh	Th	Н	Т	0	
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Key Knowledge

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the notation for squared and Cubed
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- Multiply and divide numbers mentally, drawing upon known facts

Links to Prior Learning

- (Jsing and recalling multiplication and division facts in Year 344
- Counting in multiples in Year 2,3 and 4.

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Both numbers can be arranged in one row, so 1 is a
common factor



12 can be arranged in two rows but 15 cannot, so 2 is not a common factor.

Year 5 – Autumn 1 42 - Maths

 $6 \times 6 = 36$

 Use counters to make 234 on a

Lime Tree Science Knowledge Organiser Year 5 Autumn 1 **Primary Academy** T FUTURES EDUCATIONAL TRUS Living Things and their Habitats Key Knowledge Links to Prior Learning Living things and their habitats/Animals Inc Humans Enquiry Skills – Science Disciplines Describe the differences in the life cycles of a mammal, an Notice that animals, including Planning different types of scientific enquiries to answer amphibian, an insect and a bird. questions, including recognising and controlling variables humans, have offspring which Describe the life process of reproduction in some plants and grow into adults. (Y2 - Animals, where necessary animals. Taking measurements, using a range of scientific equipment, including humans) Describe the changes as humans develop to old age. Explore the part that flowers play with increasing accuracy and precision, taking repeat in the life cycle of flowering readings when appropriate. Recording data and results of increasing complexity using plants, including pollination, seed scientific diagrams and labels, classification keys, tables, formation and seed dispersal. (Y3 Essential Vocabulary scatter graphs, bar and line graphs. - Plants) (Ising test results to make predictions to set up further Is the process that II living things go respiration Comparative and fair tests. through to Create the energy they need Reporting and presenting findings from enquiries, including to live? conclusions, Causal relationships and explanations of and a degree of trust in results, in oral and written forms such as Key Questions displays and other presentations. is an animal with a backbone Vertebrate Identifying scientific evidence that has been used to What is a Classification key? support or refute ideas or arguments. How and why do environments Change and the danger this invertebrate is an animal without a backbone may Cause living things. How do humans change? How do our bodies change? One example of a naturalist is Sir David excretion the process of disposing of waste from What is reproduction? Attenborough, who is known for presenting the body information and findings about animals through What is metamorphosis? innovative and engaging television programmes. nutrition The taking in and use of food by the Other naturalists include: body -Charles Darwin -Alfred Russel Wallace -Steve Irwin **Human Life Cycle** Baby Tren Adulthood – can reproduce Childhood Embryo Embrvo

Computing systems and networks – Systems and searching



	Essential Vocabulary
Search engine	A program that searChes for and identifies items in a database.
Ranking	$\mathcal A$ position in a hierarchy or scale.
Algorithm	A process or set of rules to be followed in Calculations or other problem-solving operations, especially by a Computer.
Content Creator	Someone who Creates entertaining or eduCational material to be expressed through any medium or Channel.
Process	A series of actions or steps taken in order to achieve a particular end.
Refine	To make minor Changes to improve or Clarify.

Key Knowledge

- To develop understanding of Computer systems and how data is transferred between systems and devices.
- To recognise the role of computer systems in our lives.
- Explain how computer systems communicate with other devices.
- Understand how web users Can influence the result of their search.

Key Skills

- Explore how digital systems Can work.
- Identify the human elements of a Computer system.
- Identify how to use a search engine.
- Write and test instructions.
- To compare and order results.

Key Questions

- How do computer systems communicate with other devices?
- How Can you refine a web search?
- Why are search engines necessary?
- Why and how do search engines rank their listings?
- How Can you ensure that the topic you search generates the results that you need?
- What are some limitations of searching on the World Wide Web?



Links to Prior Learning

- Progresses learners' knowledge and understanding of computer systems.
- In Year 4 we explored the internet and the different content/ media shared online.
- In Year 4 we explored the need for security online.

Year 5 - Autumn 1 - Computing

Fiction – Recount (Diary Entries)



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Key Skills

- Write for a specific audience and purpose
- Organise paragraphs around a theme in more complex narrative structures
- Use commas to Clarify meaning or avoid ambiguity in writing
- Engage readers through the use of description, feelings and opinions
- Use adverbs and fronted adverbials
- [Jse rhetorical questions to engage the reader
- Write Consistently in the 1st person
- Write in a consistent tense, including the progressive and perfect forms
- Include the 5Ws who, what, where, when, why and how

fronted adverbial	An adverb or an adverbial phrase at the start of a sentence, which is always separated from the main Clause with a comma. For example: On the horizon, he glimpsed	Our writing will be inspired by Chris Van Allsburg's 'Queen of the Falls.' We will write a series of diary entries about significant events in the life of protagonist Annie Edson Taylor, a woman who tries to find fame and fortune by being the first person ever to go over the thundering waters of Niagara Falls in a
rhetoriCal question	A question which doesn't require an answer, as the person asking it either already knows the answer or isn't expecting one in return.	barrel. We will also create Instagram posts for Characters, write postcards encouraging loved ones to visit Niagara Falls, and produce letters in role as Annie's friends who
progressive Verb form	Shows that an action is, has been, or will be in progress. For example: We were reading (past progressive). We are reading (present progressive). We will be reading (future progressive)	are supportive of her daredevil feat. We will engage in drama activities in order to explore other Characters in the novel, including their opinions and motivations.
present perfeCt tense	Used to write about past actions that are related to or continue into the present. For example: He has gone to the library. They have been baking.	CRUSTANA AL SOLUCE
first person	Writing uses the pronouns I, we, me, our, ours, mine.	Links to Prior Learning
diary entry	Usually written by a CharaCter to their diary in an informal letter format, explaining and giving opinions about something that has happened to them.	 English – diary entries (Year 3 and 4) History – Comparing Significant Individuals (Year 2) Geography – Rivers and the Water Cycle (Year 4)

Essential Vocabulary

Prior Learning

Key Knowledge

- (Year 3 and 4)
- gnificant Individuals (Year 2)
- d the Water Cycle (Year 4)

Key Questions

- What is the purpose of keeping a diary?
- Which other Characters have you encountered that have shown daring?
- How Can we support others going through Challenging times?
- What was the world like in 1901?



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Greater Manchester Music Hub

Essential Vocabulary		Key Questions]	
Texture	The layers of sound working together to make music interesting to listen to.	 Listening What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music? Singing What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not? Perform (instrumental and vocal) How can you engage with the audience to enhance the quality of your performance? What were your reflections on the live/recorded performance? 	Wider Opportunities Listening suggestions for this term	
Timbre StruCture	The sound quality of all instruments, including the voice. Referring to how the piece of music is		La defense La defense	The Blue Danube by Johann Strauss
Notation Tempo	Constructedan introduction, verse,Chorus and ending perhaps.The link between sound and symbol.The speed of music; fast, slow or in between.			Symphony no 5 by Ludwig Beethoven
Dynamics	How loud or quiet the music is			O Tannenbaum by Andrea Bocelli
	Links to Prior L			
In Year 4 (Su Chords. Chil	Immer term), Children learned to Compose music to c dren learned to record musical ideas using symbols.	 Music groups in our local area Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre 		
	Key Knowle			

- Knowledge of how to perform simple accompaniments to well-known tunes through chords. ٠
- Knowledge of basic melodies by reading staff notations. ٠
- Recognising the difference between note values such as semibreves, minims, Crotchets, rests and paired quavers. ٠
- Performance of a broad range of songs from an extensive repertoire. ٠

Year 5 – Autumn 1 and Autumn 2 – Music



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Essential Vocabulary		Key Knowledge	•	
Census	An official count or survey, especially of a population.	• I Can used the world Census to find out the statistics around faith groups.	 Key Questions Why do so many people believe in God? Why do some people not believe 	
Theist	A person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.	 I know the difference between an atheist, an agnostic and a theist. Some of the names of God and metaphors for God in the Bible are: God as Father, Spirit, Son, eternal 		
Agnostic	A person who believes that nothing is known or can be known of the existence or nature of God	 almighty, holy, shepherd, rock, fortress and light. I know that there are many factors that impact faith, e.g family influence, life experiences. 	 in God? Do we need an explanation for the Creation of our world? Does science and faith ever Crossover? What are the impacts of believing or not believing in God? Are there any Challenges when 	
Atheist	A person who disbelieves or lacks belief in the existence of God or gods.	 Many different sectors can have an opinion on the existence of God and modern science can offer many 		
Creator	Someone who Creates by bringing something new or original into being.	theories to support theists and atheist views.		
Christian	A person who has received Christian baptism or is a believer in Christianity.			
Eternal	Lasting or existing forever; without end.	• Key Skills		
		 Explain Connections between questions, beliefs, Values and practices in different belief systems. Explain how and why differences in beliefs are 	it comes to believing in God?	
Links to Prior Learning		 expressed. Recognise and explain the impact of beliefs and ultimate questions on individuals and Communities. Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence. 		
 Who is a Christian and what do they believe? Year 1. Who is a Muslim and what do they believe? Year 2. Who is Jewish and what do they believe? Year 2. What do different people believe about God? Year 3. 				

French – 'Monster Pets' Year 5 Autumn 1

text including some unfamiliar language.

words.

or scaffold.

agreement.

Key Skills

(Jsing adjectives with correct placement and agreement.

Listening and following the sequence of a story, song or

Matching unknown written words to new spoken words.

of unknown words and Check the spelling of unfamiliar

(Ising existing knowledge of vocabulary and phrases to

Writing a short text using word and phrase Cards to model

(Jsing different adjectives, with correct positioning and

new vocabulary including context and text type.

(Jsing Contextual Clues and Cues to gist and make

(Jsing a range of language detective strategies to decode

Confidently using a bilingual dictionary to find the meaning



Key Questions

- What does le mean?
- What does la mean?
- What does les mean?
- What is the difference between le, la and les? •
- How do you know when to use le, la or les?
- Why is it la tête, la bouche, le nez but the others are 'les'?
- Do you know any clue whether a French noun is • feminine or masculine?
- What might indicate that a noun is feminine?
- When do you use le?
- When do you use la?
- When do you use les?

Key Knowledge

- Notice cognates and near cognates in the text. •
- (Jse a dictionary resource to research the meaning of relevant vocabulary.
- Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.
- Confidently modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.
- [Inscramble jumbled sentences without any errors in word order.
- Recognise rules of agreement in longer phrases.
- Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.



- Links to Prior Learning
- To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is Called adjectival agreement.
- To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine.
- To know that most adjectives go after the noun in French.
- adjective describing it also becomes plural.
- To know that the Louvre is a famous French art gallery.
- To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte, heureux/heureuse.

Recognise some previously known words. •



predictions about meanings.

Create new sentences.

To know that if the noun in a sentence is plural then the