

# Hobbs Hill Wood Primary School

## Knowledge Organiser for

PE

Year 5

## Volleyball and Tag Rugby



'Inspiring confident and independent learners'

### Tag Rugby

#### National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



#### Skills

- To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate.
- Understand the defence duties in tag rugby and the process of tagging.
- Understand the defensive duties in tag rugby and the process of tagging.
- Understand the importance of keeping in a line both attacking and defending plays.
- Use tactics in games to achieve success as a team.
- Participate in competitive games, understand the rules of the game and participate in full games playing fairly.
- Use simple tactics in games to achieve success as a team
- Carefully consider the best way to score a try and win the game, remembering to find and use space when running.

#### Unit objectives

- Step 1- to travel at speed with the ball
- Step 2- to dodge and fake passes when running with the ball
- Step 3 – to catch the ball whilst under pressure
- Step 4 –To watch and evaluate the professional game
- Step 5- to decide on ways to attack when playing the game
- Step 6 – To decide on the best ways to defending within games.

#### Key Vocabulary

- Rugby
- Tag
- Pass
- Share
- Attack
- Defend
- Mark
- Dummy

### Volleyball

#### National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



#### Skills

- Adopt a good ready position on court and show good awareness of others in game situations
- Apply basic principles suitable for defending. Show good position on court.
- Apply basic principle's suitable for attacking. Identify spaces and understand the tactics of hitting into gaps.
- Use good footwork that allows the ball to be hit with good technique.
- Participate in competitive games, modified, and adapted where appropriate.
- Direct the ball towards the opponent's court or target area.

#### Unit objectives

- Step 1- To react quickly to a travelling shuttle
- Step 2- to move feet quickly to get into a good positions
- Step 3 – To be confident to play different shots.
- Step 4 – To play shots appropriate to the situation
- Step 5 – To improve play shots accurately
- Step 6- To compete against others knowing when to attack and when to defend.

#### Key Vocabulary

Ball Flight, Ready Position, Watch the ball, Catch, Control, Throw, Ready; Watch, Hands, Aiming, Accuracy, Power, Speed, Direction, Space, Wide, Tactics, Successful

# Hobbs Hill Wood Primary School

## Knowledge Organiser for PSHE, Year 5, Celebrating Difference



'Inspiring confident and independent learners'

### Knowledge Organiser

#### Knowledge

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know what to do if they think bullying is, or might be taking place
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that first impressions can change.

#### Key Vocabulary

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.



#### Skills

- Try to accept people for who they are
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Be comfortable with the way they look
- Identify when a first impression they had was right or wrong
- Be non-judgemental about others who are different



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year 5, Celebrating Difference



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

Knowledge Organiser for

RE, Year 5, Autumn

Rules for Living & Light as a Symbol



'Inspiring confident and independent learners'

## Knowledge

- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions
- Use key religious vocabulary in communicating their knowledge and understanding;
- Know the function of objects/places/ people within religious practices and lifestyles.
- Begin to recognise key similarities and differences.
- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.
- Describe the key aspects of religions and traditions that influence the beliefs and values of others;

## Core Vocabulary:

Moses  
Abraham  
Torah  
Old Testament  
New Testament  
Rabbi  
Christian  
Church  
Jesus  
Bible  
Vicar  
Priest  
Hannukah  
Dreidle  
Divali  
Advent  
Kosher

## Skills

- Identify and begin to describe the similarities and differences within and between religions;
- Investigate the significance of religion the local, national and global communities
- Express personal reflections and emotions;
- Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
- Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own
- Begin to identify the impact of religious teachings, including the effect sacred texts have on believer's lives. Identify religious symbols and symbolic actions.
- Describe the key aspects of religions and traditions that influence the beliefs and values of others;



# Hobbs Hill Wood Primary School

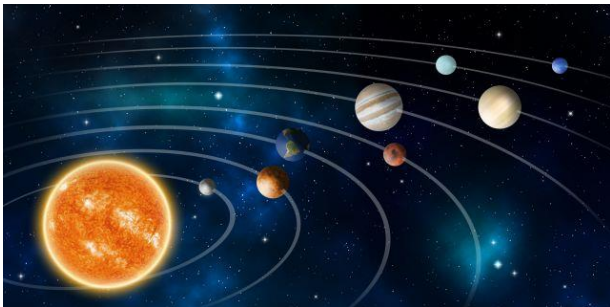
## Knowledge Organiser for Science, Year 5, Autumn 2 Out of this world



'Inspiring confident and independent learners'

### Knowledge

- Describe the movement of the Earth and other planets relative to the Sun in the Solar System.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
- Children know that Copernicus and Galileo changed people's ideas about how the planets move.
- in the Solar System.
- Core Vocabulary: daytime, geocentric, heliocentric, night-time, orbit, planet, solar system, star, spherical, moon, movement, rotation, axis



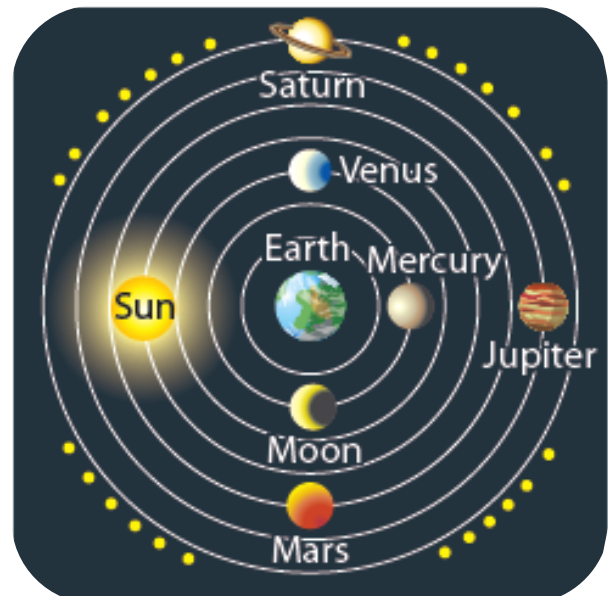
Our Solar System



Earth and Moon

### Skills

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments



Geocentric model

# Hobbs Hill Wood Primary School

## Knowledge Organiser for Spanish, Year 5, Autumn 1 & 2 What is the date?



'Inspiring confident and independent learners'

### Knowledge

- Follow and give simple instructions and descriptions (e.g. the date).
- Months of the year.
- Say when your birthday is in target language.
- Be able to say, read and write the date including the day, number and month of the year.
- Know all numbers from 1-100 in multiples of 10 as well as all numbers from 1-31

Spanish	English
¿Qué fecha es hoy?	What is the date today?
Hoy es	Today is ...
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September

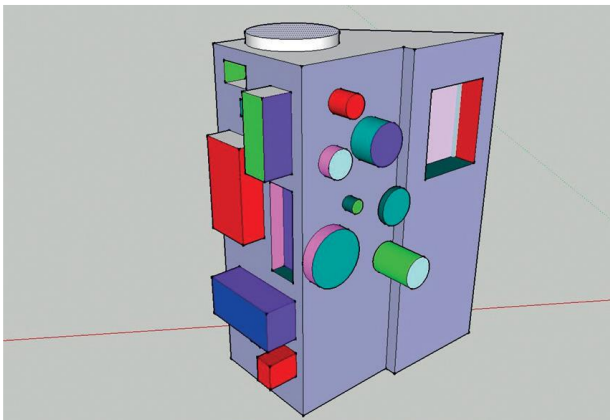
### Skills

- Take part in short conversations using sentences and familiar vocabulary.
- Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language
- Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
- Read a variety of simple texts in different but authentic formats
- Write simple sentences and short paragraphs from memory or using supported written materials

Spanish	English
octubre	October
noviembre	November
diciembre	December
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince

## Knowledge

- Understand the work of architects, designers and engineers working in 3D
- Develop familiarity with a simple CAD (computer aided design) tool
- Develop spatial awareness by exploring and experimenting with a 3D virtual environment
- Develop greater aesthetic awareness.
- Core Vocabulary: design, create, Sketch Up, virtual space, model, designers, gallery, exhibit



Example of a virtual sculpture made in Sketch Up



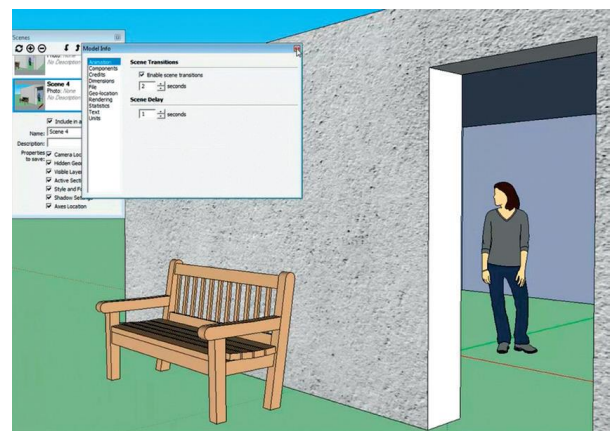
Gallery space in Sketch Up

## Skills

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



Furniture added to gallery space



Exterior gallery view in Sketch Up

# Hobbs Hill Wood Primary School

Knowledge Organiser for

DT, Year 5, Autumn 2

Cooking toasted sandwiches



'Inspiring confident and independent learners'

## Knowledge

- Investigate purpose of toasties and ingredients
- Decide on the purpose and produce a design using chosen fillings
- Understand the purpose of instructional writing in regards to safety guidelines
- Understand how to chop, grate, slice and spread safely and hygienically through focused tasks
- Take in to account hygiene and produce a plan to follow
- The reasons why we insist on hygiene procedures being followed eg. Germs, micro-organisms and spores
- How to prepare and cook a savory dish safely and hygienically including the use of a heat source
- That recipes can be adapted to change the appearance or taste



## Core Vocabulary:

Ingredient  
Recipe  
Filling  
Chop  
Grate  
Slice  
Germs

## Skills

- Write a set of instructions on skills needed to make a toasted sandwich incorporating key safety techniques
- How to use a range of techniques such as chopping, slicing, grating, and spreading
- Make the toasted sandwich hygienically following a plan using tools and equipment
- Evaluate the toasted sandwich against design criteria



# Hobbs Hill Wood Primary School

## Knowledge Organiser for Geography, Year 5, Autumn 2 The Americas



'Inspiring confident and independent learners'

### Knowledge

- Where is North America? Identify countries that make up North America. To explore the capital cities of North America and its landmarks. To know that America is divided into 50 states.
- To investigate and compare the climates in North America. Including Greenland & Alaska, Northern and Western Canada. USA – East cost (Sun, Sand and Snow)
- To explore and understand the geographical features of North America – rivers, mountains, volcanoes, earthquakes, population etc Eastern Canada (Niagra Falls)
- To understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Tourism – Niagra Falls.
- Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region within North or South America. E.g. Link to Fairtrade of bananas in St Lucia.
- To research the human and physical features of a particular North American country. Deepen an understanding of the interaction between physical and human processes.



### Skills

- Locate the world's countries, using maps to focus on and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of physical geography.
- Describe the key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes.
- Describe the key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Find and name the States using an 8 point compass.
- Compare a region in UK with a region in N. America with significant differences and similarities

### Core Vocabulary:

