

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 5

Gym and Dance



'Inspiring confident and independent learners'

Gymnastics

National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.



Skills

- Start to explore, improvise and combine movements ideas fluently and effectively, using skills in different ways, performing with confidence developing a sense a rhythm.
- Perform movements accurately with a sense of rhythm using the beat for guidance.
- Create sequences and perform with fluency and clarity. Choosing skills that meet the needs to the situation.
- Develop a gymnastic sequence by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the quality of the performance.
- Develop flexibility, strength, control and balance.

Unit objectives

- Step 1- To show flexibility and technique when performing gymnastic elements.
- Step 2- To travel fluently on the floor and on/off apparatus.
- Step 3- To travel with confidence choosing different pathways.
- Step 4- To create longer sequences.
- Step 5 – To show rhythm and creativity when working with others.
- Step 6- To perform in front of an audience and give feedback.

Key Vocabulary

Gymnastics, Key Shapes, Balances, Rolls, Jumps, Co-ordination, Routine, Travelling, Apparatus, Sequence, Partners, Teamwork

Dance

National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.

2D- Perform dances using a range of movement patterns.



Skills

- Continue to develop a range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.
- Use basic compositional principles when creating dances- combining movements effectively.
- Perform a range of movements with a sense of rhythm, clarity and confidence.
- Use imagination to create and structured dance motifs, phrases and sections of dances, developing expressive qualities.
- Explore, improvise and combine movements ideas fluently and effectively inspired by a stimulus.
- Perform movements to an audience with rhythm and confidence.

Unit objectives

- Step 1- to be inspired by music and different stimuli.
- Step 2- to show ideas through dance
- Step 3- to create a section of dance on your own and in a group.
- Step 4- to apply the principle of dance to a routine
- Step 5- to combine movements- keeping to the beat.
- Step 6- to perform to an audience.

Key Vocabulary

Dance, Routine, Music, Movements, Co-ordination, Tutting, Beat of 8, Canon, Unison, Count, Fluency, Choreography, Performance

Hobbs Hill Wood Primary School

PSHE – Dreams & Goals

Year 5

Spring 1



'Inspiring confident and independent learners'

Knowledge

- Know that they will need money to help them to achieve some of their dreams.
- Know about a range of jobs that are carried out by people I know.
- Know that different jobs pay more money than others.
- Know the types of job they might like to do when they are older.
- Know that young people from different cultures may have different dreams and goals.
- Know that communicating with someone from a different culture means that they can learn from them and vice versa.
- Know ways that they can support young people in their own culture and abroad .



Social and emotional skills

- Verbalise what they would like their life to be like when they are grown up.
- Appreciate the contributions made by people in different jobs.
- Appreciate the opportunities learning and education can give them.
- Reflect on the differences between their own learning goals and those of someone from a different culture.
- Appreciate the differences between themselves and someone from a different culture.
- Understand why they are motivated to make a positive contribution to supporting others

Key Vocabulary

Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

Hobbs Hill Wood Primary School

Knowledge Organiser for:

RE

Year 5, Spring

Celebrations related to key figures



'Inspiring confident and independent learners'

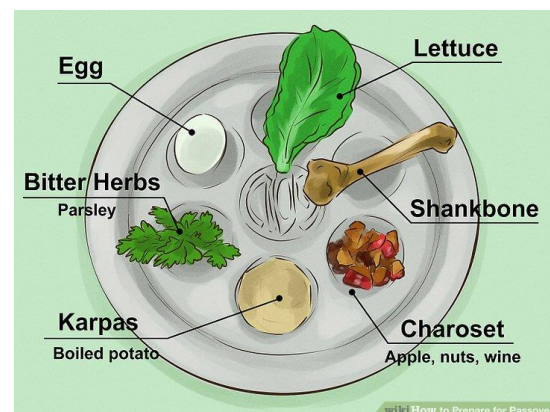
Knowledge

- To know who the key figures are in the Jewish religion.
- To understand what happened to Jesus over the course of Holy Week.
- To know what happened to Jesus during the last hours of his life.
- To know the themes of Passover.
- To know the themes of Easter.
- To know what themes Passover and Easter have in common.
- **Core Vocabulary:** Purim, Esther, Moredchai, identity, Passover, Pesach, Exodus, Jews, Egypt, oppression, slavery, leadership, Exodus, Sedar, plate, symbolism, baptism, temptation, themes, significance, crucified



Skills

- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions
- 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.
- Use key religious vocabulary in communicating their knowledge and understanding.
- Identify religious symbols and symbolic actions.
- Describe the meaning of religious symbols and symbolic actions.
- Show understanding that symbols may be interpreted in different ways both within and between religions.



Sedar plate

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Science

Year 5, Spring 1

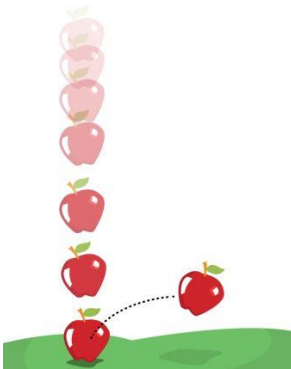
Let's get moving



'Inspiring confident and independent learners'

Knowledge

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- **Core Vocabulary:** gravity, unsupported, force, air resistance, water resistance, friction, mechanisms, effect, levels, pulleys, gears, force meter, Newton, reliable, weight



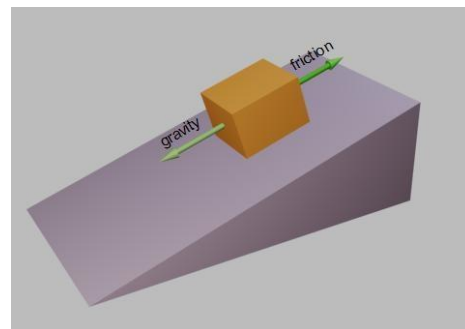
Gravity



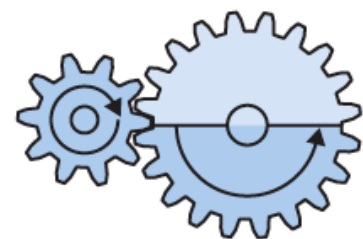
Air resistance

Skills

- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- 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.
- 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.



Friction



Gears

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 5 – Spring

Spanish

The Weather



'Inspiring confident and independent learners'

¿Qué tiempo hace?

phonics

accents

Accents can be placed on some words like *qué* to indicate a question word.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like *ti-em-po*.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word *España*.

vocabulary

9 common weather expressions.



Key questions:



¿Qué tiempo hace?

What is the weather?

Compass points:

el norte

north

el sur

south

el oeste

west

el este

east

grammar

To understand better the use of the verb 'hacer' (to do/make) in set weather phrases:

Hace calor.

It is hot (literal translation 'it is doing hot').



Hace sol.

It is sunny (literal translation 'it is doing sun').

What I will learn:

- Objective 1: I will be introduced to the new vocabulary for describing the weather in Spanish.
- Objective 2: I will start to learn how to recall, say and write the weather expressions from memory.
- Objective 3: I will learn to improve my listening decoding skills.
- Objective 4: I will learn how to read a weather map in Spanish and describe weather in different parts of the country.
- Objective 5: I will use all my new knowledge to present a weather forecast in Spanish.

Hobbs Hill Wood Primary School

Knowledge Organiser for Art and Design

Year 5, Spring

Art through London and the Underground



'Inspiring confident and independent learners'

Knowledge

Project - Art through London and the Underground

- Children will explore great artists, architects and designers in history.
- Children will create soft backgrounds using blending and overlaying colours.
- Children will improvise using hard and soft lines to record detail in the distance and foreground.
- Children will present using pens or their own choice of medium to record minute detail.
- Children will evaluate their piece as they develop their art, amending as needed in order to create a final coherent piece of work.



Practical skill development

- Use colouring pencils effectively to create tone and detail
- Use shading to add interesting effects to drawings, using different grades of pencil.
- Use a sketchbook to show how ideas have been improved; review and revisit.
- Choose a suitable format to work with: Portrait or Landscape.
- Improve their mastery of art and design techniques, including drawing.
- Painting and sculpture with a range of materials.
- Use hard and soft lines to record detail in the distance, foreground.
- Use blending and overlaying colours to create soft backgrounds.
- Use pens or their own choice of medium to record minute detail.
- Use blending and mixing to create various shades inspired by famous artists.
- Select appropriate size brushes to layer detail.
- Investigate the effect of wax with water colour paints.
- Evaluate and analyse creative works using the language of art, craft and design.



Hobbs Hill Wood Primary School

Knowledge Organiser for:

Computing

Year 5, Spring 1

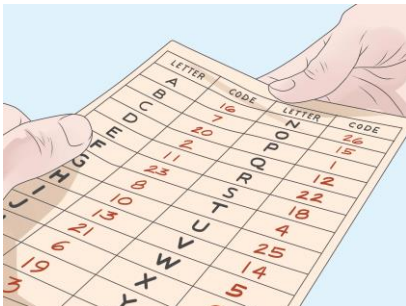
We are cryptographers



'Inspiring confident and independent learners'

Knowledge

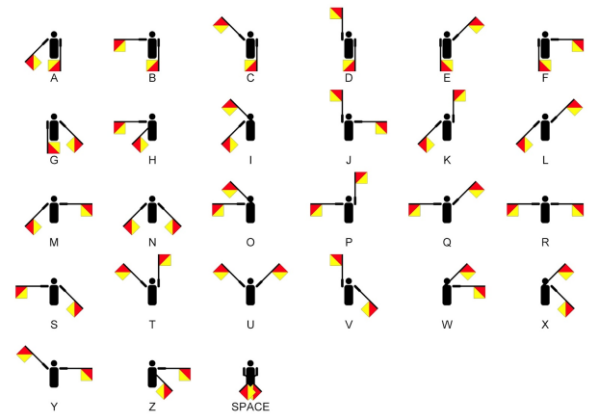
- Be familiar with semaphore and Morse code.
- Understand the need for private information to be encrypted.
- Know how to encrypt and decrypt messages in simple ciphers.
- Appreciate the need to use complex passwords and to keep them secure.
- Have some understanding of how encryption works on the web.
- **Core Vocabulary:** cipher, codes, cryptanalysis, cryptography, decrypt, encode, encrypt, message, Morse code, Semaphore, transmit



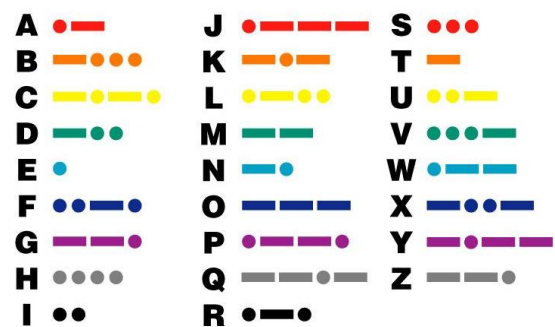
Ciphers

Skills

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Semaphore



Morse Code

Hobbs Hill Wood Primary School

Knowledge Organiser for
DT, Year 5, Spring 1
Fruit Bread



'Inspiring confident and independent learners'

Knowledge

- Investigate purpose of fruit bread and ingredients
- Decide on the purpose and produce a design using chosen fruit and flavouring.
- Understand the purpose of instructional writing in regard to safety guidelines.
- Understand how to knead, prove, chop, grate, slice and spread safely and hygienically through focused tasks.
- Take into account hygiene and produce a plan to follow.
- The reasons why we insist on hygiene procedures being followed e.g. Germs, micro-organisms and spores
- How to prepare and cook a sweet 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, Chop, Grate
Slice, Germs, Prove, Bake, knead

Skills

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



Hobbs Hill Wood Primary School

Knowledge Organiser for:

Geography

Year 5, Spring 1

Mapping London



'Inspiring confident and independent learners'

Knowledge

Why is London where it is?

To know where London is on a map.

To understand and can give reasons why London is situated where it is.

How big is London?

To know how big London is and compare the size to other cities.

To know why London is so large and use major roads (M25) to look at the size of an area.

Why do people live in London?

To know where most people in London live.

To know the reasons why most people, live in the inner city.

To name and know about different landmarks in London.

What is the London Underground?

To understand how to use a London underground map to get from one place to another and explain what the tube map is and how it works: knowing that different lines having different colours, with a key on the side to tell you which colour is which line; you can change from one line to another where there is a white circle; different zones and how zone 1 is most expensive to travel in and how to tell which zone a station is in

To understand that The River Thames goes through the middle of the tube map.

To know how to use the list of stations at the bottom with their facilities and the key showing what the facility symbols mean.

Core Vocabulary: scale, city, growth, population, Central Business District (CBD), Underground, suburbs, physical geography, human geography, borough.



Skills

To use a map to locate London.

To use a map to measure and calculate distance using the scale/ruler.

Use scales to find out distances, dimensions and compare the size of London to other cities.

To use the M25 (other major roads) to get an idea of distance and dimension.

Use photos, pictures and observational skills to describe different areas of London.

To use tube map and navigate from A to B.

To understand what symbols and Keys mean on an underground map.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

To describe and understand key aspects of physical geography (River Thames)

To describe the key aspects of human geography including Landmarks, Tourism, transport links.

Westminster, Trafalgar Square, Piccadilly Circus.

To navigate a digital mapping system effectively.



London Underground

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Computing

Year 5, Spring 2

We are adventure gamers



'Inspiring confident and independent learners'

Knowledge

- To know how to plan a non-linear presentation.
- To know how to create text as part of a presentation.
- To know how to add and edit images in a presentation.
- To know how to use hyperlinks for navigation between the slides of a presentation.
- To know how to record and add audio narration to a presentation.
- To know how to use commenting tools to give constructive comments to give feedback on a presentation.
- Core Vocabulary:** abstraction, colour value, Creative Commons, hyperlink, pixel, safe search

Skills

- Use search technologies effectively.
- Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information.
- Use technology safely, respectfully and responsibly.

The old chest

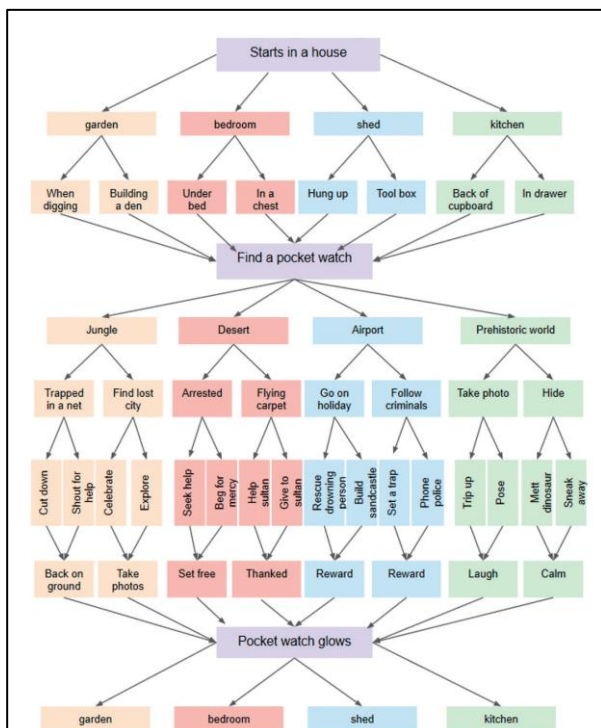
You are looking through your grandparents' chest, it is made from old mahogany and has beautiful, brass hinges. You slowly open chest the hinges creak, the chest is full of pictures of your grandparents in far away places. You also notice something shining; a glint of gold on the floor.

Pick it up

Adding text to slides



Adding images and hyperlinks to the slides



Planning an adventure game story

Hobbs Hill Wood Primary School

Knowledge Organiser for: Design Technology Year 5, Spring 2 Tree Houses



'Inspiring confident and independent learners'

Knowledge

To know what a tree house is and what they can be used for.
To know what tree-houses are made of.
To know how to annotate sketches to develop and communicate ideas.
To understand and generate realistic ideas, focusing on the needs of the user.
To know how to make a tree house and how to join its components together.
To know a range of wooden materials and their properties (Plywood, balsa wood, natural wood etc)
To know the function and properties and aesthetic qualities of a wider range of materials.
To know different methods of attaching materials securely together (glue, nail, screw, bolt, staple etc)
To know a range of tools and what their uses are.
To know how to use a range of tools safely (Hammer, Saw, drill etc)
To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
To begin to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
To know what 'a good finish' is and how to adapt and refine original design ideas.
To know how to use their design criteria evaluate and improve their completed products.
To understand how key events and individuals in design and technology have helped shape the world

Core Vocabulary: annotate, design criteria, investigate, analyse, purpose, evaluate, construct, components, generate, cross-sectional, exploded diagrams, stability.

Skills

Design

To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
To select from and use a wider range of materials and components, including construction materials,

Evaluate

To investigate and analyse a range of existing products
To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



Hobbs Hill Wood Primary School

Knowledge Organiser for:

History

Year 5, Spring 2

The Greek Legacy



'Inspiring confident and independent learners'

→ 43 43—410 410—1066 793—1066 1066—1485 1485—1603 1603—1714 1714—1837 1837—1901 1901 →

Pre-history Roman **Anglo-Saxon** Viking Medieval **Tudor** Stuart Georgian Victorian Modern

Knowledge

Getting to know the Ancient Greeks?

To understand who the ancient Greeks were and know that they lived from about 800 BC to 150 BC.

To know that the ancient Greeks lasted for about 700 years.

To know where Greece is and know that it is a small country, made up of a peninsula and many islands, towards to east of the Mediterranean Sea.

Daily Life

To understand that life in Ancient Greece was based on wealth and power.

To know about Greek traditions and culture (homes, food, clothes, lifestyles and leisure)

Can you identify similarities and differences between school today and school in ancient Greece?

To know what school was like for ancient Greek children. To find out about the ancient Greek school system.

City State and War

To know about the rivalry between Athens and Sparta. To know about Greek armies, armour and tactics.

To know about famous Greek battles (Battle of Marathon, Battle of Salamis)

The Olympic Games

To know that The Ancient Olympic Games lasted 1200 years. To understand how The Games developed over time. To know what happened to the Ancient Olympic and how The Modern Games began

Core Vocabulary: chronological, temple, empire, rivalry, warfare, Athens, Sparta, Olympics, democracy

Skills

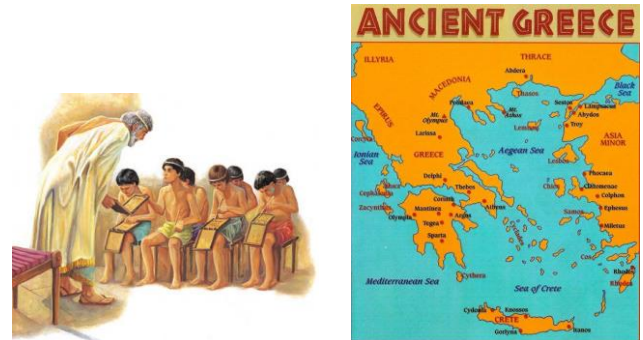
Establish clear narratives within and across the periods they study. Note connections, contrasts and trends overtime. Develop chronologically secure knowledge and understanding of British, local and world history.

Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources.

Form questions to find out about the past.

Place events from ancient Greek on a timeline.



The Parthenon



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 5

Football



'Inspiring confident and independent learners'

Football

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

- Apply basic principle for attacking- use a variety of tactics to keep possession of the ball.
- Apply basic principles for defending-defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive games, modified where appropriate.
- Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game.
- Develop control and confidence whilst performing skills at speed.
- Adapt games and activities making sure everyone has a role to play.

Unit objectives

- Step 1- To pass the ball to team mates in game situations
- Step 2- To dribble the ball whilst under pressure
- Step 3 – To defend in a team
- Step 4 – To compete in games
- Step 5- To decide on ways to attack when playing games.
- Step 6 – To decide on ways to defend in games.



Key Vocabulary

Football, Passing, Attacking, Defending, Throwing, Control, Saving, Tackle, Scoring, Aim, Dribbling, Turning, Direction

Hobbs Hill Wood Primary School

PSHE – Healthy Me

Year 5

Spring 2



'Inspiring confident and independent learners'

Knowledge

- Know the health risks of smoking.
- Know how smoking tobacco affects the lungs, liver and heart.
- Know some of the risks linked to misusing alcohol, including antisocial behaviour.
- Know basic emergency procedures including the recovery position.
- Know how to get help in emergency situations.
- Know that the media, social media and celebrity culture promotes certain body types.
- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure.
- Know what makes a healthy lifestyle.



Social and emotional skills

- Can make informed decisions about whether or not they choose to smoke when they are older.
- Can make informed decisions about whether they choose to drink alcohol when they are older.
- Recognise strategies for resisting pressure.
- Can identify ways to keep themselves calm in an emergency.
- Can reflect on their own body image and know how important it is that this is positive.
- Accept and respect themselves for who they are.
- Respect and value their own bodies.
- Be motivated to keep themselves healthy and happy.

Key Vocabulary

Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.

Hobbs Hill Wood Primary School

Knowledge Organiser for:

RE

Year 5, Spring

Celebrations related to key figures



'Inspiring confident and independent learners'

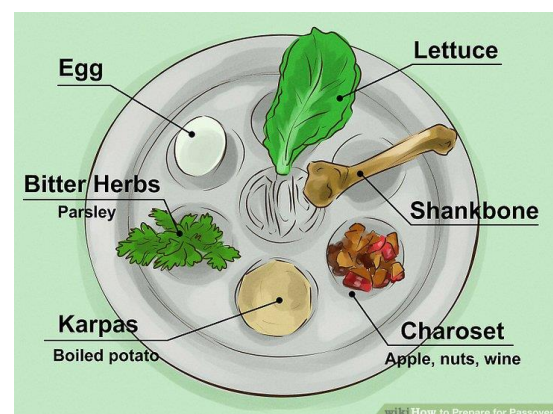
Knowledge

- To know who the key figures are in the Jewish religion.
- To understand what happened to Jesus over the course of Holy Week.
- To know what happened to Jesus during the last hours of his life.
- To know the themes of Passover.
- To know the themes of Easter.
- To know what themes Passover and Easter have in common.
- **Core Vocabulary:** Purim, Esther, Moredchai, identity, Passover, Pesach, Exodus, Jews, Egypt, oppression, slavery, leadership, Exodus, Sedar, plate, symbolism, baptism, temptation, themes, significance, crucified



Skills

- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions
- 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.
- Use key religious vocabulary in communicating their knowledge and understanding.
- Identify religious symbols and symbolic actions.
- Describe the meaning of religious symbols and symbolic actions.
- Show understanding that symbols may be interpreted in different ways both within and between religions.



Sedar plate

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Science

Year 5, Spring 2

Amazing Changes



'Inspiring confident and independent learners'

Knowledge

- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- **Core Vocabulary:** acid, burning, reversible, physical, change, reaction, irreversible, chemical, materials, rust



Elephant's toothpaste



Volcanic eruptions

Skills

- 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.
- 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.
- Use test results to make predictions to set up further comparative and fair tests.
- Identify scientific evidence that has been used to support or refute ideas or arguments.



Burning



Rusting

Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 5 – Spring 1

Spanish

Weather



'Inspiring confident and independent learners'

Knowledge

- Be able to use a variety of vocabulary to describe the weather in Spanish.
- Ask what the weather is like today.
- Say what the weather is like today.
- Use a weather map with symbols.
- Describe the weather in different regions of Spain using a weather map with symbols.

- **Core Vocabulary:**

Hace calor. It is hot.

Hace frío. It is cold.

Hace fresco. It is cool.

Hace buen tiempo. The weather is nice.

Hace mal tiempo. The weather is bad.

Está nublado. It is cloudy.

Está soleado. It is sunny.

Está despejado. It is clear.

Skills

- I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory.
- I can ask what the weather is in Spanish and can attempt to give the reply in Spanish.
- I can read a Spanish weather map with support from a word bank.

