



Knowledge Organiser Booklet

Year 5

Summer 1





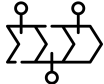


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| Name | | Class | |
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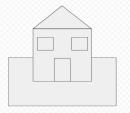
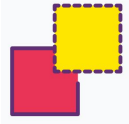

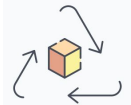

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Use your knowledge organisers to help you remember more.

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

This is your Year 5 **Computing** Knowledge Organiser for Summer I. Introduction to Vector Graphs

| Tier 2 Vocabulary | | Key Vocabulary | | | |
|---|--|--|---|---|--|
| object | vector drawing | duplicate | alignment | modify | layers |
| A material thing that can be seen and touched. | A vector drawing is made digitally by putting together lines and shapes to form an image. | To duplicate is to make or be an exact copy of something else. | To arrange objects in a straight line or in relation to other objects is referred to as an alignment . | To make partial or minor changes to something. | Layers are different levels on which you can place objects like vector lines, shapes and other elements. |
| An object is something that is uniquely identifiable and has attributes. | A vector drawing is a type of computer graphic that can be used to create images, posters and logos. | When asked to duplicate , you will see the exact same shape appear, with same dimensions and colours. | An alignment is the placement of visual elements so they line up in a composition. | When asked to modify your work, you will consider moving, resizing, rotating or even changing colours to a model. | Using a layer will separate parts of an image or drawing, allowing you to edit and modify images. |
| Many different objects were found in the teacher's cupboard. | Vector drawings can be digital shapes made of lines and curves that create an image based on a mathematical equation. | Duplicating objects can be done in order to save time. | Using alignment grids can help order and resize, organise and improve consistency. | Using different tools to modify objects you will create a new image. | You will discover that each object is built on a new layer and that these layers can be moved to alter the drawing. |
| Each element of a vector drawing is called an object . |  |  |  |  |  |
| How this connects with previous learning | | | How this connects with future learning | | |
| In Year 2, when creating media you learnt how to recognise patterns, edit and improve images and compare creations. | In Year 3, you learnt how placeholders are used effectively when organising work for an intended purpose. | In Year 4, you learnt how images can be changed and edited and how they can be re saved and reused. | In Year 5 maths, you recap how to classify 3D shapes and identify properties of these shapes. | In Year 6, you will develop your knowledge and understanding of using a computer or tablet to produce 3D models. You will plan, develop and evaluate your very own 3D models. | |




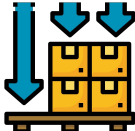
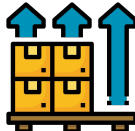
This is your Year 5 Design Technology Knowledge Organiser for Summer I. Celebrating Seasonality

| DT Themes | | | Tier 2 | | | | Key Vocabulary | | | |
|---|--|--|---|--|---|--|---|---|--|--|
| food | plan | criteria | unleavened bread | yeast | dough | seasonality | | | | |
| Anything that is eaten by living creatures to stay alive. | The steps you take to achieve something. | A standard by which to judge or decide. | Flat bread where yeast has not been added. | A tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water. | A mixture of flour, yeast and water before it is cooked. | The cycle or changes of a business or economy depending on the seasons. | | | | |
| When we combine different foods to make a dish, we call these ingredients. | A plan can help us to think through each step of a project. | Criteria help to guide our evaluation of a product. | Chapati, roti and naan bread are all examples of unleavened bread . | Yeast can be used to make a dough rise. | You must knead dough to make it strong. | In food, seasonality refers to the times of year when the harvest or flavour of a type of food is as its peak. | | | | |
| We will be combining different types of food to create a seasonal bread. | We will plan the steps needed to create a seasonal bread. | We will use criteria to evaluate a range of breads. | You will decide whether your bread will be leavened or unleavened . | Dry yeast is activated by mixing it with warm water. | If making leavened bread, you must let your dough rest. | Raspberries grown in Britain are juicy and delicious in the summer and early autumn. This is the best season to use them. | | | | |
| Different people have different tastes. This means that they may like different food . | We plan before making to help us organise our thoughts. | Design criteria will help to focus our design process |  |  |  |  | | | | |
| How this connects with previous learning | | | How this connects with future learning | | | | | | | |
| In Year 1, you designed, made and evaluated a fruit salad. | In Year 3, you designed, made and evaluated a healthy and balanced sandwich. | In Year 4, you created design criteria for your project. |  | | | | In Year 6, you will design, make and evaluate a moving scene. | In Year 6, you will design, make and evaluate an electrical board game. | In Year 6, you will design, make and evaluate a tablet case. | |

This is your Year 5 **Geography** Knowledge Organiser for Summer 1. Trade

Tier 2 Vocabulary

Key Vocabulary

| international | construct | globalisation | supply chain | manufacture | import | export |
|---|--|--|--|---|--|--|
| relating to more than one country | to build or put together | the process by which organisations start operating on an international scale | the sequence of steps involved in the production and distribution of goods | to make a product on a large scale using machinery | to bring goods into a country from abroad in order to sell them | to send goods to another country for sale |
| In year 4 you learnt about the international relationships between the countries of North and South America. | In year 3 you learnt about how different settlements have been constructed . | Economic globalisation is how countries are coming together as one big global economy, making international trade easier. | A global supply chain covers all the steps involved in manufacturing and delivering a product or service when those steps take place in more than one country. | Engineering (e.g. car production) is the largest manufacturing sector in the United Kingdom. | Some countries don't have enough resources to make everything they need, so they have to import goods from other countries, | Some countries have an excess of resources which enables them to export goods and raw materials to other countries, |
| The global supply chain is an international operation, often involving several different countries. | We can construct products in one country and sell them to another using international trade. | The way technology makes it easier for people to buy and sell products from around the world is an example of globalisation . | If a company sources raw materials in China, manufactures the product in India and sells it to customers in the USA, its supply chain is global . | During the the 20th century, there was a decline in the importance of manufacturing in the UK. | The top three imports into the UK in 2022 were cars, petrol and gold. | Some of the top exports from the UK in 2022 were aircraft parts, pharmaceuticals and precious metals. |
| The school had received several international visitors throughout the year. | In order to make an effective point, the girl needed to first construct her argument. |  |  |  |  |  |

How this connects with previous learning

In year 3 you examined how rivers are used to transport goods.

In year 4 you learnt about various types of economic activity in North and South America.

In year 5 you learnt that a country's climate can affect the types of produce that are able to grow there.



How this connects with future learning








Knowing about economic activity on different continents will help your understanding of trade in year 6.

Widening your knowledge of natural resources will help you to understand how commodities are traded.

Deepening your understanding that maps can be presented in varied ways will help in year 6 'Map It!'






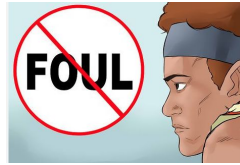

This is your Year 5 Physical Education Knowledge Organiser for Summer I. Athletics

Key Vocabulary

| relay | sustain | overtake | baton | push | receive |
|---|--|---|--|---|---|
| A race in which each team member completes part of the course and is then followed by another who does the same. | To maintain, keep up or keep going, as an action or process. For example, to sustain pace over short and long distance. | To catch up with someone and pass them by. | A short cylinder that is carried and passed from one runner to the next in a relay race. | To use steady force in moving an object. | To take something that is given or sent. |
| During a relay race each runner, with a baton in hand, completes an equal distance before the last runner finishes the race. | A long distance race usually requires you to sustain a slow pace over a period before a sprint finish at the end. During a sprint it is important to sustain maximum speed. | In a sprint race some runners start slow but may overtake other depending on how fast they run in towards the middle or end of the race. | A baton must be held by the running teammate. If it is dropped at any point, the runner must pick it up before continuing the race. | Some throwing events such as the shot put require more of a pushing action in order to gain a larger distance. | During a baton exchange in a relay race, one runner receives a baton from the other. |
|  |  |  |  |  |  |
| How this connects with previous learning | | How this connects with future learning | | | |
| In year 3 you learned how to apply speed and power when sprinting and throwing. | In year 4 you learned how to perform a baton exchange. |  | | In year 6 you will learn the sprint start technique to improve overall sprint time. | In year 6 you will learn the three phases of the triple jump. |
| | | | | In year 7 you will learn to accurately replicate basic technique to sustain an effective paced race. | |

This is your Year 5 Physical Education Knowledge Organiser for Summer I. Basketball

Key Vocabulary

| tip off | assist | double dribble | attack | defense | foul |
|---|---|---|---|---|---|
| To put the ball in play by throwing it up between two opponents. | Supporting your team in different aspects of the game. | The illegal action of a player who either dribbles the ball with both hands or resumes dribbling after a complete stop. | This is when the team is actively trying to keep possession and move into the opponent's half to score points. | The collect efforts of a team to prevent the opposing team from scoring goals and to regain possession. | A violation of the rules committed by a player that results in a penalty for the opposing team. |
| At the beginning of a match there is a tip-off at the centre of the court. | A pass that leads to a successful shot is called an assist . | If a double dribble occurs, the ball is awarded to the other team. | The team launched a relentless attack , swiftly moving the ball up the court and creating a scoring opportunity. | The defenders applied tight marking and strong defense, making it difficult for the opposing team to find space to score. | The umpire blew the whistle and awarded a penalty to the opposing team after a player committed a foul . |
|  |  |  |  |  |  |
| How this connects with previous learning | | How this connects with future learning | | | |
| In year 3 you learnt how to perform basic basketball skills such as passing and catching. | In year 4 you learnt how to develop basketball skills such as marking and footwork. |  | | In year 6 you will learn how to work as a team to improve group tactics and gameplay. | In year 6 you will learn how to develop defensive skills. |
| | | | | In year 6 you will learn how to develop defensive skills. | In year 7 you will learn how to develop complex tactical play. |

This is your Year 5 Religious Education Knowledge Organiser for Summer I. Morals and Values

Tier 2 Vocabulary

Key Vocabulary

perspective

A **perspective** is a way of thinking about and understanding something.

In Year 3, you learnt about different perspectives and beliefs about God from across Hinduism, Christianity, Islam and Humanism.

In Year 4, you learnt about Sikh beliefs and the religious perspectives from believers of this faith.

In this unit, we will ask you to consider different perspectives about the idea of right and wrong from across the religions.

temptation

Temptation is the desire to do something which is tempting or appealing – which we know we shouldn't do.

Religious commands or guidance help people to work out the difference between right and wrong.

Humanists decide what is right and wrong by using The Golden Rule, reason and their conscience.

The Ten Commandments and Beatitudes is guidance that can help Christians and Jews work out how to act in the right way.



The Ten Commandments

The Ten Commandments are a fundamental set of rules found within both the Christian Bible and the Jewish Torah.

The Ten Commandments are:

1. No other gods beside God.
2. No idols, worship only God.
3. Always treat God's name with respect.
4. Rest and pray on the seventh day of the week.
5. Respect your parents.
6. Do not hurt others.
7. Keep promises to others and God.
8. Do not steal.
9. Always tell the truth.
10. Do not be jealous of others.



The Golden Rule

The Golden Rule is the principle of treating others as you would want to be treated.

Many groups around the world have this rule. Each group uses slightly different words but the meaning is very similar.

The Golden Rules from Christianity, Humanism and Judaism are:

Christianity: Love your neighbour as yourself.

Humanism: Treat other people as you would want to be treated in their situation; don't do things you wouldn't want to have done to you.

Judaism: What is hateful to you, do not do to your neighbour.

Humanism

Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.

Humanists do not follow a holy book. Instead, Humanists value traits like reason and rely on science to explain the way things are.

Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.

moral choice

Morals are the ideas or behaviours that relate to what is right and what is wrong. A moral choice is the decision a person chooses to make.

Jews and Christians might use the Beatitudes or Ten Commandments to help them to make the right choices.

The Beatitudes are a set of teachings by Jesus that took place on a quiet mountainside. This event is known as the Sermon on the Mount. The Beatitudes guide a Christian person's behaviour throughout their life.

How this connects with previous learning

In Year 1, you learnt about Christian beliefs. You learnt to recognise Christian symbols and images used to express ideas about God.

In Year 2, you learnt about Jewish beliefs. you learnt about Shabbat and the festival of Hanukkah.



How this connects with future learning

In Year 6, you will be learning about commitment in religious beliefs across the Christian, Islamic and Hindu faiths. You will be making connections between beliefs and behaviours across the different religions and will also consider some similarities and differences.

This is your Year 5 Science Knowledge Organiser for Summer 1. Plant and Animal Life Cycles

Scientific Enquiry

researching



We will use secondary sources and first-hand observations to find out about the **life cycle** of a range of animals. We will present our knowledge of the **life cycles** of different animals in different ways.

study over time (observing)

A **study over time** is observing how things change over a certain time period. We will grow and observe plants that **reproduce** and explain how plants **reproduce asexually**.

pattern seeking



We **seek patterns** by looking for links between variables. We will compare the gestation times for mammals and look for patterns between the size of an animal and its expected **life span**.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

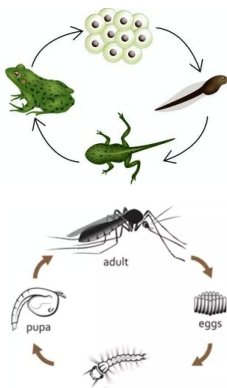
Drawing conclusions

Predicting

Evaluating an enquiry

life cycle

The **life cycle** is the series of stages that a living thing goes through from its birth until it dies. Different animals have a different number of stages in their **life cycle**.

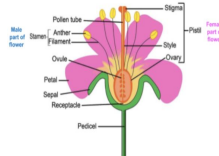


reproduction

As part of their **life cycle**, plants and animals **reproduce**. **Reproduction** is the process in which a living thing produce **offspring**.

fertilisation

Fertilisation is the process needed for **reproduction** involving two animal or plant parents.



After **fertilisation** has taken place, a new living thing can start to grow.



sexual

Sexual reproduction is where a male and a female is needed. The **offspring** of these parents are similar, but not identical to them.



asexual

Asexual reproduction is where a living thing **reproduces offspring** by itself. These **offspring** will be identical to the parent. **Bulbs**, tubers, runners and plantlets are examples of **asexual plant reproduction**.

bulbs

Bulbs are a mass of food storage from which a plant grows.



Some plants, such as onions, can **reproduce asexually** using **bulbs** or **cuttings** to begin the process.

cuttings

Cuttings are parts of a plant originating from the stem, leaf or root taken by gardeners. These are capable of developing into a new, identical plant using **asexual reproduction**.

metamorphosis

Metamorphosis is a process that some animals go through to become adults. A caterpillar turning into a butterfly is an example of this.



offspring

Offspring are the young of a person, animal or plant. Some **offspring** are born live and some hatch from eggs laid before growing into an adult.



Things you learnt in previous topics

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

In Year 3, you explored the part that flowers play in the **life cycle** of flowering plants, including pollination, seed formation and seed dispersal.

How this connects with future learning

Later in Year 5, you will learn about the human **life cycle** in more detail. In Year 6, you will learn about **reproduction** in humans. In KS3, you will learn about **reproduction** in plants, including flower structure, wind and insect pollination, **fertilisation**, seed and fruit formation and dispersal. This will include quantitative investigation of some dispersal mechanisms.

Deportes Sports

| | |
|---|------------|
|  | fútbol |
|  | baloncesto |
|  | tenis |
|  | gimnasia |
|  | rugby |
|  | ciclismo |
|  | golf |

This is your Year 5 Spanish Knowledge Organiser for Summer I. Deportes

Otros deportes - Other sports

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| correr | saltar | nadar | esquiar | patinar | montar a caballo |

Encantar
To love



Gustar
To like



Me encanta → I love

Me gusta → I like

No me gusta → I don't like

Te encanta → You love

Te gusta → You like

No te gusta → You don't like

Le encanta → He/She loves

Le gusta → He/She likes

No le gusta → He/She doesn't like

Me gusta + el + ...
Me gusta + la + ...

Me gustan + los + ...
Me gustan + las + ...

porque es → because it is
porque son → because they are

Le gusta la gimnasia porque es divertido.

He likes gymnastics because it is fun.

No te gusta el baloncesto porque es lento.

I don't like basketball because it's slow,

Me encanta esquiar porque es guay.

I love skiing because it's cool.

No le gusta montar a caballo porque es peligroso.

He doesn't like horse riding because it's dangerous,

Adjetivos Adjectives

| | |
|--|-------------|
|  | cansado/a |
|  | rápido/a |
|  | lento/a |
|  | saludable |
|  | peligroso/a |
|  | fácil |
|  | difícil |
|  | divertido/a |
|  | guay |
|  | aburrido/a |

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



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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility