



# **KNOWLEDGE ORGANISER**

## **Year 5 Spring Half Term 1**



## **Curriculum Intent Statement -**

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded within the knowledge of our curriculum.

### **'Learning is Remembering and Recalling...'**

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

# Curriculum Development - Intent

## LauDato Si, National Curriculum and Gospel Values



Using our Secrets to Success...



Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

**English**  
Reading  
Writing  
Phonics  
Spelling  
Punctuation  
Grammar

**Maths**  
Arithmetic  
Fluency  
Reasoning  
Problem Solving

**RE**  
Knowledge &  
Understanding  
Engagement &  
Response  
Analysis & Evaluation

**The Culture Team**  
History  
Geography  
French (MFL)

**The Arts and Technology Team**  
Design  
Technology Art  
Music  
Computing

**The Healthy Hearts and Minds Team**  
PE  
Science  
PSHE / RSHE

Being the 'Best we can be'

## Our Laudato Si key question this half term...

Q: How did so many peoples comes to exist  
together peacefully?

## Our Focus Gospel Values this half term are...

Integrity &  
peace

Ephesians 2:14

“For he himself is our peace, who has made us  
both one and has broken down in his flesh the  
dividing wall of hostility.”



# **School Mission Statement**

**Lead us Lord,  
To act justly,  
To love tenderly,  
And to walk humbly.**



**Amen**

# Celts, Anglo Saxons & the Vikings...



This half term Year 5 have lots of exciting things planned. We will be finding out about the different people's that have made this island their home from around the birth of Jesus to 1066. Questions we will ask will include:

- Were the Vikings really the bloodthirsty raiders many books and films have depicted them to be?
- Why did the Anglo Saxons come to our island. Were they raiders, traders or both?
- How have the Celts, Anglo Saxons and Vikings influenced the Great Britain of today?

## How can I help my child with this topic:

- Find out about local place names. Do any of them have a Celtic, Saxon or Viking root?
- Look at the art produced by the Celts, Vikings and Saxons. What similarities and differences can you see in them?
- Find out about the Saxon king, Alfred the Great. Who was he, what did he do and why is he important?

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 5.

# English Knowledge - KEY VOCABULARY

## Grammar Key Vocabulary – Sentence Level

**Progressive tenses** – showing a continuous action e.g. is clapping, was jumping (formed by adding –ing to the verb).

**Present perfect tense** – used for actions that started in the past and continue into the present e.g. I have lived in Weymouth for 10 years (formed using has/have + past tense verb).

**Adverbial phrases** – describe how, when, where or why the verb happens e.g. in the garden, before school, at the park (adverbials at the start of a sentence must be followed by a comma).

**Subject** – the noun that is doing the verb e.g. *The dog chased the ball.*

**Object** – the noun that is having the verb done to it e.g. *The dog chased the ball.*

**Active voice** – the subject comes before the verb in a sentence e.g. *The dog chased the ball.*

**Passive voice** – the object comes before the verb in a sentence e.g. *The ball was chased by the dog.*

## Grammar Key Vocabulary – Word Level

**Preposition** – describes when or where something is in relation to something else (after, before, under, inside).

**Determiner** – introduces a noun:

- Articles (a, an, the)
- Demonstratives (this, that, these, those)
- Quantifiers (one, two, some, many, multiple)
- Possessive (his, her, their)

**Subordinating conjunction** – a word that connects an independent clause to a dependent clause (because, although, however).

**Co-ordinating conjunction** – a word that joins two elements of equal importance (FANBOYS – for, and, nor, but, or, yet, so).

**Synonyms** – a word that means the same as another e.g. old and ancient.

**Antonyms** – a word that means the opposite – e.g. old and young.

## Punctuation Key Vocabulary

**Parenthesis ( ) , , -** additional information or an aside within a sentence. Punctuated with brackets (for short or formal information), dashes – for informal chatty – and commas for clauses.

**Semi colon ;** used to join independent clauses (clauses that make sense on their own) in the place of a conjunction.

**Colon :** used to introduce a list or to join two independent clauses when the second clause relates to the first.

**Hyphens to avoid ambiguity** used to avoid confusion between words which would otherwise have the same spelling but a different meaning.

# English Knowledge & Skills

## WRITING - Short stories & Balanced arguments

AMPS descriptive techniques to describe setting, atmosphere and characters:

**Alliteration** – Most of the **initial letter sounds** of the words in each line are the same.

**Metaphor** – Saying an object **is** something.

**Personification** – A **human** quality is given to an object.

**Simile** - Comparison is used by using ‘**as a**’ or ‘**like a**’.

**Plot** – developing problems and solutions within a story.

**Dialogue** – using the speech of characters to advance action in a story.

## READING Key vocabulary

**Word meaning** - Explaining the meaning of words in context and explaining how word choice enhances meaning.

**Retrieval** - Finding details and information from a text.

**Prediction** - Saying what will happen next or as a result of something.

**Comprehension** – understanding the text and how content is related to the meaning as a whole.

**Inference** - reaching a conclusion which you can explain and justify with evidence from the text.

**Deduction** - Using evidence in a text to support an idea.

**Summary** – summarising main ideas from across paragraphs.

**Don't forget the Vocabulary Challenge!**

## SPELLING

- Words with silent letters
- Words ending **in ment**
- Modal verbs
- Adverbs of possibility and frequency
- Statutory Spelling Challenge Words
- **Homophones** – words that sound the same but mean different

## HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it moves a story on.
- Encourage your child to write as much as possible for as many different purposes as you can.

## HOW TO HELP - Grammar

- Speak in grammatically accurate sentences.
- Spot grammar being taught at school when reading.
- Work together on your child's IXL homework.

## HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them



# Spelling Y5 & 6 Curriculum words

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

Help your  
child to  
practice  
spelling and  
using these  
words.

Look for  
them in  
books.

Can they  
write them  
in their  
homework?

# Maths Knowledge – KEY VOCABULARY

## Number and the 4 Operations

**Divisor** – the number you are dividing by

**Quotient** – the answer to a division calculation

**Product** – the answer to a multiplication question

**Factors** – numbers that go into a given number (come in pairs) e.g. factors of 12 are:

1 and 12      2 and 6      3 and 4

**Multiples** – in the times table of - e.g. multiples of 12 are 12, 24, 36 etc.

**Lowest Common Multiple** – the lowest multiple of 2 or more numbers that are the same.

**Highest Common Factor** – the largest factor that is a factor of two or more other numbers

**Integer** – a whole number

**Prime numbers** – numbers that only have 2 factors, 1 and itself

**Decimal** – part of a whole where 1 is the whole

**Percent** – part of a whole where 100% represents the whole

## Fractions

**Equivalence** – fractions that have the same value/are the same size

**Numerator** – the top number of a fraction (how many parts selected from the whole)

**Denominator** – the bottom number of a fraction (how many parts the whole is split into)

**Simplify** – giving a fraction in the simplest form using the smallest possible numerator and denominator (e.g.  $50/100 = \frac{1}{2}$ )

**Common denominator** – finding the lowest common multiple of two or more denominators to allow you to add or subtract them

**Mixed number** – a whole (integer) and a fraction e.g.  $1\frac{1}{2}$

**Improper fraction** – where the numerator is larger than the denominator e.g.  $\frac{3}{2}$ . Improper fractions can be converted into mixed numbers e.g.  $\frac{3}{2} = 1\frac{1}{2}$

## HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to  $12 \times 12$ .

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

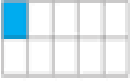
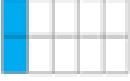
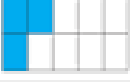


## Fluency, Reasoning and Problem Solving Key Vocabulary -

**Fluency** - Using number and calculation skills accurately and efficiently

**Reasoning** - Following a line of enquiry, justifying and proving their answers

**Problem Solving** - Solving real life and logical problems using mathematical understanding

# Maths – Decimals and percentages

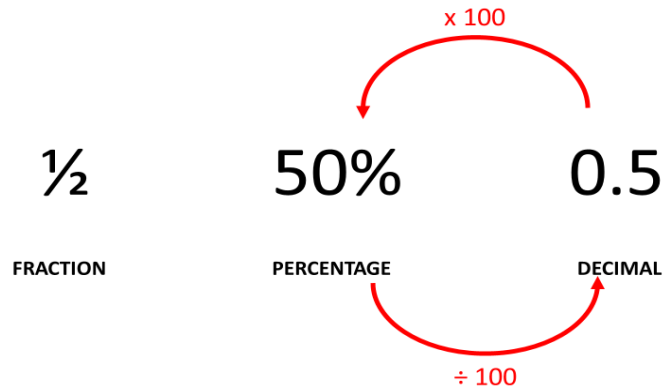
Fractions	Decimals	Diagram	Out of 100	Percentages
1/10	0.1		10/100	10%
2/10	0.2		20/100	20%
3/10	0.3		30/100	30%
4/10	0.4		40/100	40%
5/10	0.5		50/100	50%

This half term we are learning to :

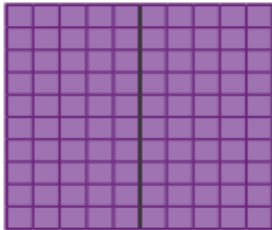



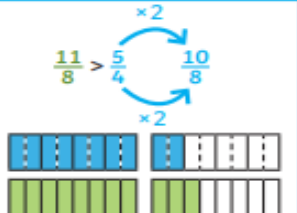




## percentages

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those with a denominator of a multiple of 10 or 25.

**TIMES TABLES** – the best possible help with multiplying and dividing, percentages, fractions and decimals is knowing your times tables.



# Maths – Fractions

Fractions		Knowledge Organiser	
Key Vocabulary		Equivalent Fractions	Compare and Order Fractions
numerator	<p>To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.</p> <div><div><math display="block">\frac{1}{2} = \frac{5}{10} = \frac{50}{100}</math><p>Diagram showing multiplication by 5 and 10 to find equivalent fractions.</p></div></div>	<p>We can compare and order fractions by using common denominators.</p> <div><div><p><math>\frac{1}{3}, \frac{5}{6}, \frac{7}{12}</math></p><p><math>\frac{4}{12}, \frac{10}{12}, \frac{7}{12}</math></p><p><math>\frac{1}{3}, \frac{7}{12}, \frac{5}{6}</math></p></div><div><p><math>\frac{11}{8} &gt; \frac{5}{4} = \frac{10}{8}</math></p></div></div>	
denominator			
unit fraction			
non-unit fraction			
whole			
equivalent	Mixed Numbers	<p>- Compare and order fractions whose denominators are multiples of the same number.</p> <p>- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>]</p> <p>- Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p>	
mixed number	<p>Mixed numbers contain a whole number and a fraction.</p> <div><p>whole <math>\rightarrow 2\frac{1}{4}</math> fraction</p></div>		
improper fraction	Convert an Improper Fraction to a Mixed Number		
simplest form	<p><math>\frac{9}{4}</math></p> <p><math>9 \div 4 = 2r1</math></p> <p><math>2\frac{1}{4}</math></p> <p>Divide the numerator by the denominator.</p> <p>This shows you the whole number and the fraction.</p>		
multiple			
common denominator	Adding and Subtracting Fractions		
common numerator	<p>To add or subtract fractions with denominators that have the same denominator.</p> <div><div><p><math>\frac{1}{3} + \frac{1}{3} = \frac{2}{3}</math></p></div><div><p><math>\frac{4}{5} - \frac{3}{5} = \frac{1}{5}</math></p></div><div><p><math>\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}</math></p></div><div><p><math>\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}</math></p></div></div>		

# EUCCHARIST – RELATING

## Come and See for yourself



“Where two or three are gathered together in my name I am there among them.

(Matthew: 18:20)

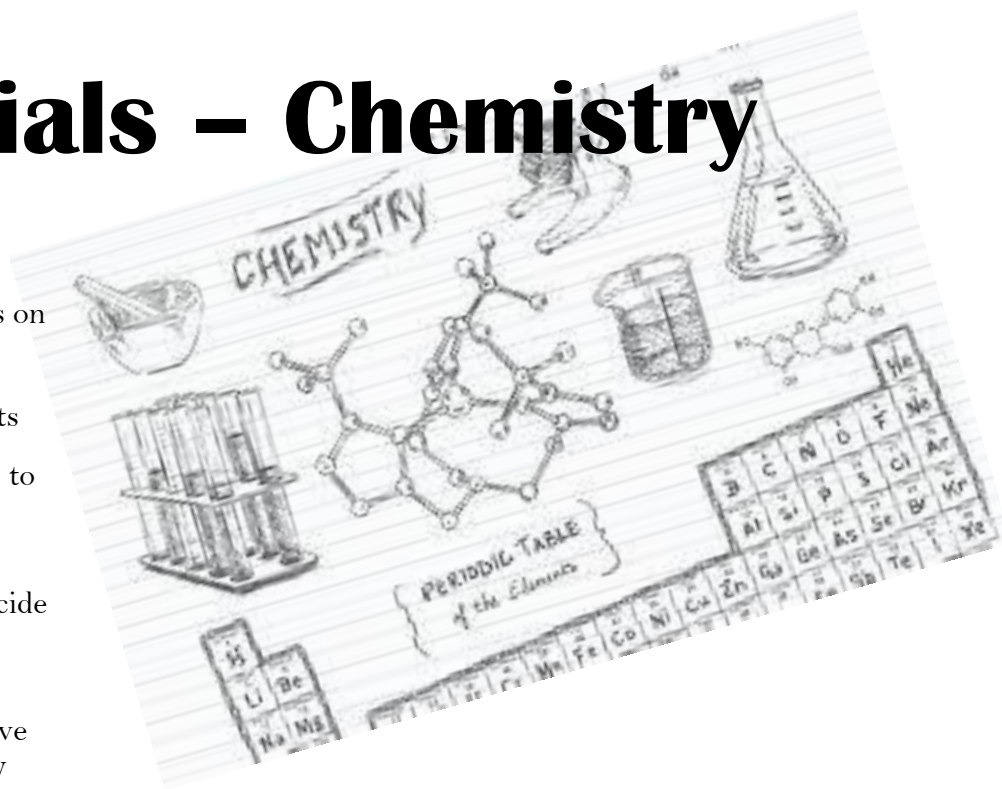
- Q How do we express being in communion with one another?
- Q What can a school community do to enhance the sense of feeling included and forgiven?
- Q What is done for those who might feel excluded?
- Q What can home, school and parish do to help all people relate on a deeper level?

The Church, the Christian family, is made up of smaller Christian families called dioceses. Each diocese is led by a bishop. The bishops continue the work of ‘the twelve’, the apostles, who continued the work and mission of Jesus. Jesus is the head of these families. He is the head of the Church. There are other Christian families which are not part of the Catholic Church. Ecumenism is the word used for promoting unity among Christian churches. One of the final prayers of Jesus was that all Christian families might be one.



# Science: Materials – Chemistry

- This half term we will learn how to:
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- 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.





# Celts, Anglo Saxons & the Vikings...

## KEY VOCABULARY AND SPELLINGS

**AD** – Anno Domini – used to show dates after the birth of Jesus

**Scandinavia** – The area made up of the countries Denmark, Sweden and Norway

**Monastery** – a building where people worship and devote their time to God



**Settlement** – a place where people have come to live

**Kingdom** – A country whose ruler is a king or queen

**Conquer** – to gain something by force

**Viking Long ship** – a long, wooden ship used by Vikings for raids



**Danelaw** – The area in Britain ruled by the Vikings

**Valhalla** – Where the Vikings believed warriors went after death.

**Pagan** – A person who believed in many gods

## SOCIETY

**WARFARE** – both Anglo-Saxons and Vikings came to Britain to invade, then they settled here, hoping for a better life. They would use swords, shields, axes, spears, javelins and bows and arrows when fighting.



The Anglo-Saxons had different kings who ruled their own kingdoms. By 878AD there was only 1 kingdom left, Wessex, which was ruled by Alfred the Great. The other kingdoms had been overrun by the Vikings. After years of fighting Alfred the Great and the Vikings made a peace agreement, however they did still fight. They created an imaginary dividing line through England with the Anglo-Saxons to the West and the Viking lands (Danelaw) to the East.



## CHRONOLOGY

401-410AD	The Romans withdraw from Britain: Anglo-Saxon migrants begin to settle
450AD	Anglo-Saxon invaders arrive in Britain
600AD	Anglo-Saxons gradually take over Britain
633AD	Lindisfarne monastery built
793AD	The Vikings attack and capture the city of York (Jorvik)
867-878AD	Series of Viking victories
871AD	Alfred the Great becomes King of Wessex
886AD	The Vikings and King Alfred divide England
954AD	Eric Bloodaxe, the last King of Jorvik, is thrown out of York
1014AD	King Canute (Cnut) of Denmark becomes King of England
1042AD	Edward the Confessor becomes king
1066AD	King Harold is killed in the Battle of Hastings. William I (the Conqueror) crowned King of England
1100AD	End of the Viking age

## LOCATION

Anglo-Saxons came from Germany, Denmark and the Netherlands and settled in Anglo-land or England.

The Vikings came from Scandinavia (the countries Denmark, Norway and Sweden).

## LEGACY

Many shires established by the Anglo-Saxons are still used as boundaries today.

Many towns and cities in Britain today were founded by the Vikings; places that end in -by, -thorpe or -ay are most certainly Viking towns.

## SOCIETY

**AGRICULTURE** – Anglo-Saxons and Vikings were farmers and kept animals and grew crops. They were also craft workers who made objects from wood and metal.

**FAMILY LIFE** – Anglo-Saxons usually had their homes near forests so they had a good source of wood and water. Their houses were made from wood with thatched roofs and had only 1 room where everyone ate, cooked, slept and entertained their friends.

Viking families lived together in a longhouse, which were also made of wood and had a thatched roof. There would be a central fire in the room used for heating and cooking.



**BELIEFS** – Anglo-Saxons and Vikings were pagans, they believed in many gods who were in charge of different parts of life. Vikings believed that if they died bravely in battle they would be taken to Valhalla, a great feasting hall in the afterlife where they could eat and drink with the gods.



## Viking Life

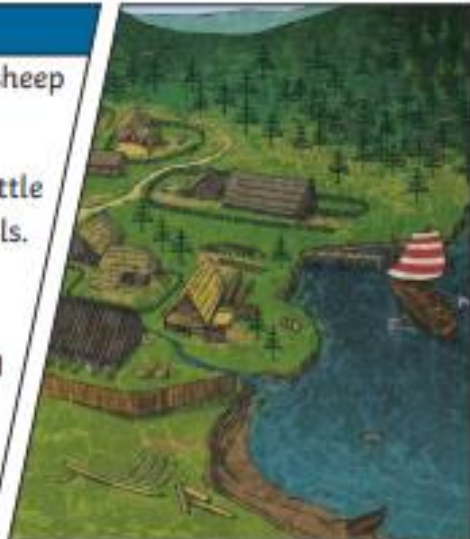
**Farms** - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

**Houses** - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

**Jewellery** - Worn to show off how rich a person was.

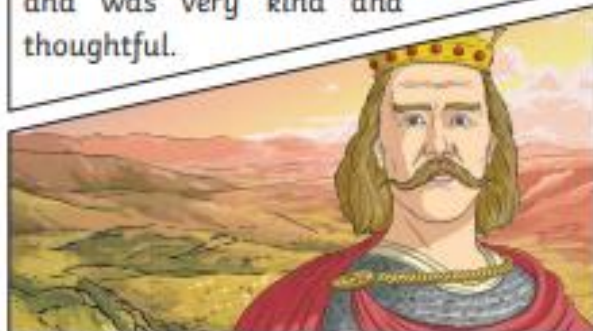
**Pagans** - Vikings arrived as **pagans** but eventually converted to Christianity.

**Sagas** - Vikings used rhyme to tell stories about adventures and battles against monsters.



## The Last Anglo-Saxon Kings

AD 1042 - Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.



## Anglo-Saxon Laws and Punishments

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and **exile** were common punishments; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.



AD 1066 - Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.

William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.

## Viking Laws and Punishments

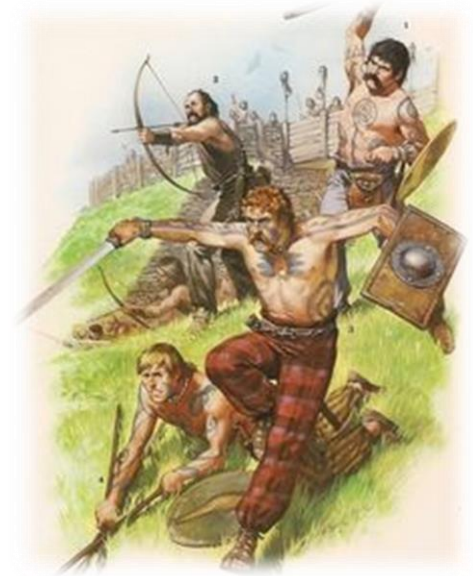
Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-**outlawed**, fighting to the death, or revenge on someone who has killed a family member.



# Celts, Anglo Saxons & the Vikings...

This half term we will continue to...

- comparing accounts of events from different sources
- offering some reasons for different versions of events
- understanding that some evidence is unreliable
- beginning to identify primary and secondary sources
- using evidence to build up a picture of a past event
- selecting relevant sections of information
- using the internet for research
- choosing reliable sources of evidence



## Year 5 Geography Skills:

- We will be...
- Comparing maps with aerial photographs.
- Finding places on maps of different scales
- Drawing a plan view map with some accuracy.
- Analysing evidence and drawing conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life



## Geography

### Celts, Anglo Saxons & Vikings in the British Isles



# Computer Science – We are artists

## Year 5 Skills:

Children use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes. Rising Stars - 'We Are Artists.'

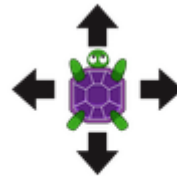
- Develop an appreciation of the links between geometry and art
- Become familiar with the tools and techniques of a vector graphics package
- Develop an understanding of turtle graphics
- Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers
- Develop some awareness of computer-generated art, in particular fractal-based landscapes



Driving Game



Dancer



2go



Football Game



Feed the duck

# Art/DT

## Year 5 Skills

- Children will learn to:
- develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- use skills in using different tools and equipment safely and accurately
- weigh and measure accurately (time, dry ingredients, liquids)
- apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
- evaluate a product against the original design specification
- evaluate it personally and seek evaluation from others

# Music

Children will be learning to:

**Sing songs with control and using the voice expressively**

**Sing songs with increasing control of breathing, posture and sound projection.**

**Sing songs in tune and with an awareness of other parts.**

**Identify phrases through breathing in appropriate places.**

**Sing with expression and rehearse with others.**

**Sing a round in two parts and identify the melodic phrases and how they fit together.**

**Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.**

**Reading and writing notation.**

**Perform using notation as a support. Sing songs with staff notation as support.**

## Key Vocabulary

- Sing
- Expression
- Improvisation
- notation







## PSHE

### KEEPING MYSELF SAFE

**Year 5 this term will be learning about:**

Living in the Wider World.

Rules, Rights and Responsibilities

Children will be learning:

Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.



## PE

### Netball

Children will learn to:

- develop a broader range of techniques and skills for attacking and defending
- develop consistency in their skills
- know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- choose and apply skills more consistently in all activities
- know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
- understand why exercise is good for their fitness, health and wellbeing
- choose and use information to evaluate their own and others' work
- suggest improvements in own



Topic/History

- Why do we study history?
  - What would happen if we did not learn about the past?
  - Can we learn anything from the actions of people in the past?
- Why were the Celts, Anglo Saxons and Vikings interested in our island?

# Foundation Subject IMPACT QUESTIONS



PE

Why Is it important that we play team games?  
How can we improve our ball skills?

Music

Can you explain what singing in a round means?

Computing

Explain the difference between vector, bitmap and turtle graphics.  
Explain what we mean by the terms symmetry and geometric.

PSHE

Why do we have rules?  
Do rules protect everyone?  
Is it ever ok to break the law?

DT

What are the basic rules of food hygiene?