KNOWLEDGE ORGANISER
Year 5

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 this within 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.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values

Using our Secrets to Success…

Roshenshine's Principles of Instruction & Jonathan Lear

English
Reading
Writing
Phonics
SPaG

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge & Understanding
Engagement & Response
Analysis & Evaluation

Curriculum Drivers and Teams

History
Music
French (MFL)
Computing

Geography
Art
DT

Science
RHE/PSHE
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

School Mission Statement

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

Amen

The Americas

This half term, Year 5 have a geography driven topic focused on the Americas.
We have lots of things planned, including:

- Identify, naming and locating countries within North, Central and South America
- Learning about different climate zones
- Identifying different human and physical geographical features in the Americas
- Looking at key rivers including their sources and how they support settlements and trade links
- Identifying patterns of land use and how they may change in the future

How can I help my child with this topic:
Find out facts about the Americas.
Support with topic homework.
Keep an eye on the news and any stories of interest related to our topic.
Practise using maps and atlases at home to identify continents, countries, oceans, seas, the equator, tropics and hemispheres.

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 - KEY VOCABULARY

Grammar Key Vocabulary – Sentence Level

Parenthesis (brackets, commas and dashes) – parenthesis is extra information within a sentence. It can be contained in brackets, commas or dashes. Brackets tend to be used for short or formal parenthesis. Commas tend to be used for additional clauses. Dashes tend to be used for informal information or asides within the text.

Complex sentences – a sentence with a main and a subordinate clause. The subordinate clause adds extra information to the sentence and doesn't make sense on its own.

Progressive tense – a tense used to show that a verb is continuous. Often formed using the verb + ing. E.g. I am clicking. (Clicking being a continuous action.)

Conditional clauses – a type of subordinate clause that does not make sense on its own. It is conditional (i.e. if one thing happens, then something else can happen).

Grammar Key Vocabulary – Word Level

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).

Imperative verbs – instruction verbs e.g. mix, stick, watch. Often used in instruction writing.

Punctuation Key Vocabulary

Inverted commas "…" – use to contain dialogue in narrative.
Commas – used to embed clauses within a sentence, to separate items within a list or to clarify meaning.

Sentence Level Grammar Vocabulary

Decoding - Breaking down a word into different phonemes to help read it.

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

Inference - Making assumptions about what is happening in a text.

Retrieval - Finding information from a text.

Comprehension - Understanding what has been read.

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

Don't forget the Reading Challenge!

English

WRITING – Short Stories

Figurative language – is a way of expressing yourself that does not use a word's strict or realistic meaning. Often used in comparisons of exaggerations.

Alliteration – a descriptive technique that uses the same starting letter or sound at he beginning of adjacent or closely connected words (e.g. big black bear)

Metaphors – figurative language that describes an object or action in a way that isn't true. A metaphor says one this **is** another thing e.g. her laughter was the music of their soul.

Personification – figurative language that describes an inanimate object using personal or human characteristics e.g. the sun smiled sweetly on the children below.

Similes –figurative language that compares one thing with another and often uses like or as e.g. as brave as a lion.

Setting and atmosphere – where a story is set and how the author creates feeling of the atmosphere.

HOW TO HELP – Writing

- Read lots!
- Discuss the structure of stories you read together at home.
- Spot the different figurative language an author uses and discuss why they have use it.

SPELLING -

- Creating nouns using the –ity suffix
- Creating nouns using –ness suffix
- Creating nouns using –ship suffix
- Homophones and near homophones

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 – KEY VOCABULARY

MULTIPLICATION AND DIVISION

Multiply/times – lots of or groups of (e.g. 3 x 2 = 3 lots of 2 which = 6**)**
Divide – to share into equal group (e.g. 6 ÷ 2 = 3 or 6 shared equally into 2 groups gives 3 in each group).
Remainder – the left over number when a number cannot be shared equally into groups.
Factor – a number that divides into another number with no remainder. (e.g. 2 and 3 both go into 6 with no remainders so are both factors of 6).
Factor pairs – a pair of number that multiply to make a given number (e.g. factor pairs of 12 are 1 and 12, 2 and 6, 3 and 4)
Multiple – a multiple is a number in the times table of (e.g. multiples of 6 are 6, 12, 18, 24, 30 etc).
Product – the answer of a multiplication calculation (e.g. 3 x 4 = 12 so 12 is the product of 3 and 4)
Squared numbers – the answer of a number multiplied by itself (e.g. 6 x 6 = **36**)
Cubed numbers – the answer of a number multiplied by itself 3 times (e.g. 4 x 4 x 4 = **64**)
Prime numbers – only had 2 factors, 1 and itself (e.g. 3 – the only factors are 1 and 3)

FRACTIONS

Numerator – the top number in a fraction
Denominator – the bottom number in a fraction
Equivalent – two or more fractions with the same value but expressed in different ways e.g. ½ = 2/4
Proper – a fraction with a numerator that is smaller than the denominator e.g. ¼
Improper – a fraction with a numerator larger than the denominator e.g. 5/4
Mixed number – a combination of a whole integer and a fraction e.g. 1 ¼

HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 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 – Multiplication and Division

This half term we are learning to :

- Multiplication and division calculation using mental facts
- Multiplying up to 4 digits by one digit and two digit numbers
- Dividing up to 4 digit numbers by one digit numbers
- Interpreting remainders

Multiplying up to 4 digits by 1 digit

H T U
3 6
X 4
1 4 4
2

6 x 4 = 24

4 - units in the units column

20 – 2 in the tens column

30 x 4 = 120
Remember to add the 2 tens from 6x4

120 + 20 = 140

100 – 1 in hundreds column

40 - 4 in tens column

Multiplying up to 4 digits by 2 digit

Th H T U
1 5 9
X 2 8
1 2 7 2 (159 x 8)
4 7
3 1 8 0 (159 x 20)
1 1
4 4 5 2
1

Remember the 0 place holder as you are multiplying by 20, not 2!

Dividing up to 4 digits by 1 digit

1 4 7 r2
9) 1 3 ^{4}2 ^{6}5

Interpreting remainders in context

e.g. A classroom was set up in tables of 6. There were 27 children in the class. How many tables of 6 would be needed?

27 ÷ 6 = 4 r 3

Therefore 5 tables needed, 4 tables of 6 and another table with only 3 children on.

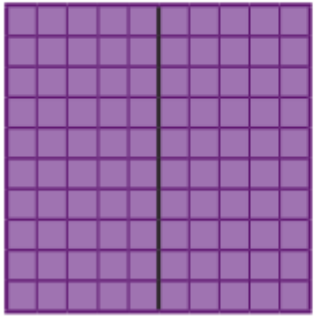
Maths – Fractions

This half term we are learning to:

- Compare and order fractions with the same denominators
- identify equivalent fractions
- Convert between mixed numbers and improper fractions
- Add and subtract fractions with the same denominators
- Add and subtract fractions with different denominators.

Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

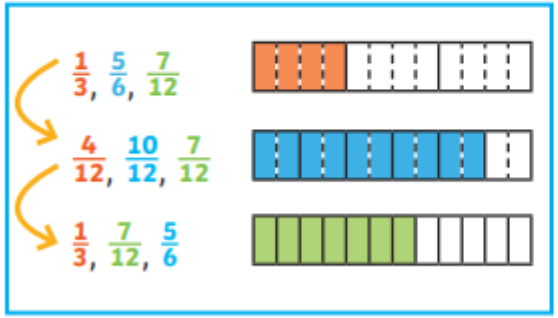


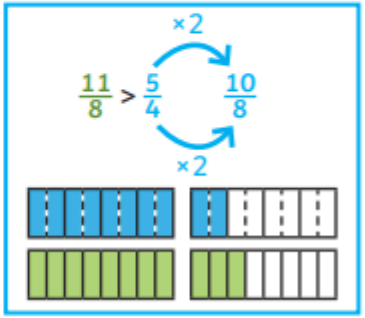
$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$

×5 ×10 ×5 ×10

Compare and Order Fractions

We can compare and order fractions by using common denominators.





Mixed Numbers

Mixed numbers contain a whole number and a fraction.

whole → $2\frac{1}{4}$ ← fraction

Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$\frac{9}{4}$

$9 \div 4 = 2r1$ → $2\frac{1}{4}$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

Multiply the whole by the denominator to make an improper fraction.

$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$

Add the fractions together.

Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

Add Fractions Where the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$

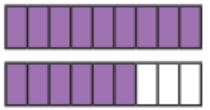
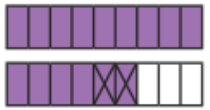
Add Mixed Numbers

$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$

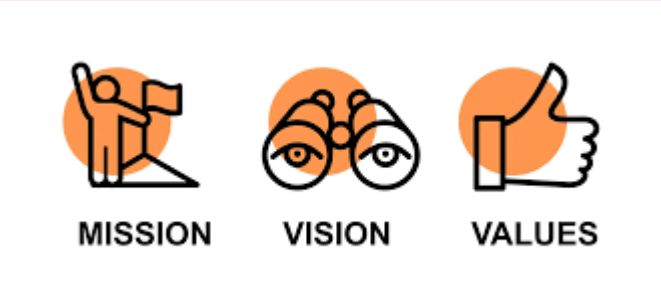
Subtract from a Mixed Number

$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract
		

Religious Education

Local Church - Community

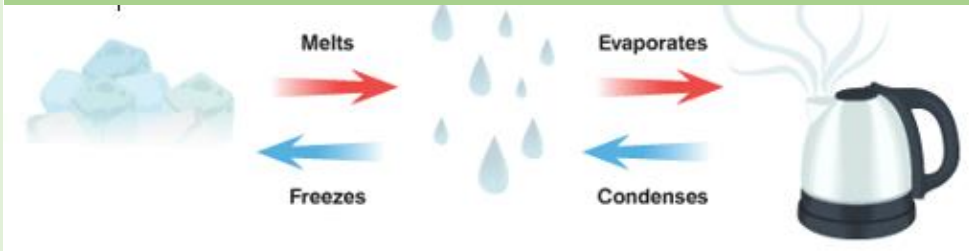


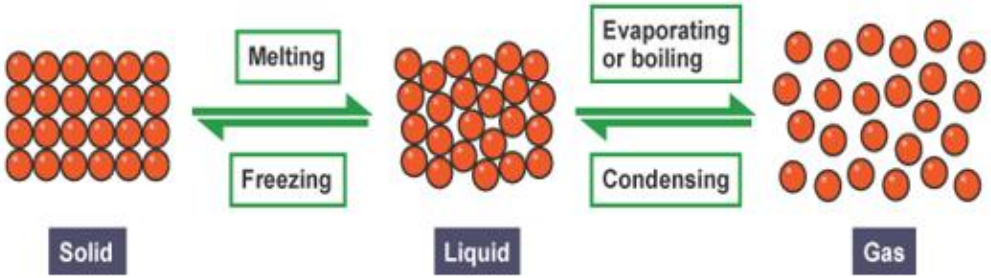
MISSION

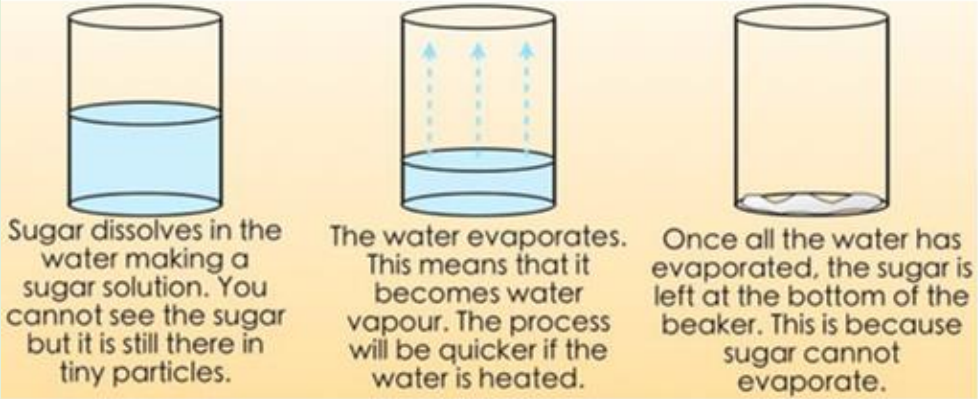
During this topic we will be:

- Exploring the mission of inspirational world leaders
- Learning how Jesus started his ministry and brought Good News for the poor
- Learning what a dioceses is and what the mission of a diocese is
- Understanding hot follows of Jesus share in his mission
- Exploring other Christian communities and our shared mission.

Science: Properties of Materials







Key Vocabulary

Conductor – A material or device which allows heat or electricity to carry through

Dissolve – When something solid mixes with a liquid and becomes part of the liquid

Evaporation – The process of turning from liquid to vapour

Flexible – Capable of bending easily without breaking

Gas – An air-like fluid substance which expands freely to fill any space available

Insulator – A substance which does not readily allow the passage of heat or sound

Irreversible – Cannot be reversed back to its original state

Liquid – A substance that flows freely but can be measured by volume e.g. water or oil

Magnetic – Capabale of being magnetised or attracted by a magnet

Material – The matter from which a thing is or can be made from

Opaque – Not able to be seen through, not transparent

Reversible – Able to be reversed back to its original state

Solid – Firm and stable in shape, not a liquid or fluid

Soluble – Able to be dissolved, especially in water

Thermal – Relating to heat

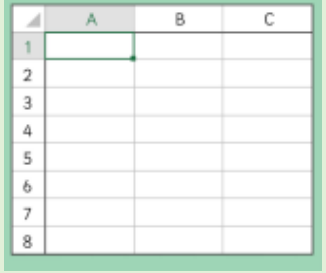
Transparent – Allows light to pass through so that objects behind can be seen

Computing – Handling Data

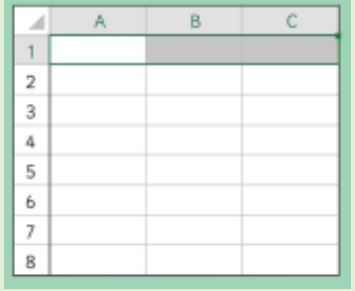
This topic we are learning to:

- Identify cells, columns and rows in spreadsheets
- Organise data in a spreadsheet
- Use simple formula in a spreadsheet
- Present information form a spreadsheet in a bar, line graph and pie chart

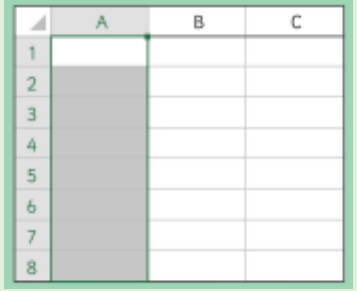
cell



row



column



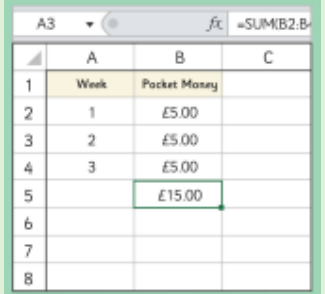
formulas

=A1+A2
=B1+B2
=C1+C2

Operations:

+ add
- subtract
/ divide
* multiply

total



Geography

The Americas

Year 5 Geography Skills:

- Locate the countries in North, Central and South America (using an atlas)
- Identify, compare and contrast climate zones across the Americas
- Identify, compare and contrast human and physical geographical features across the Americas
- Identify key rivers of the Americas, their sources and the settlements and commodities associated with them.
- Identify the different patterns of land use across the Americas.

Key Vocabulary	
biomes	A large geographical area which is home to certain plants and animals, specially adapted to suit the environment.
climate	The usual or average weather conditions over a long period of time.
continent	A large landmass made up of many countries.
country	An area that is controlled by its own government.
equator	An imaginary line around the globe at latitude 0° north dividing the earth into northern and southern hemispheres.
flora/fauna	Plant and animal life.
latitude	Imaginary parallel lines which circle the globe from east to west.
longitude	Imaginary lines which run north to south across the globe from pole to pole.
weather	The specific atmospheric conditions on a given day including temperature and rainfall.

How Can You Compare Different Places?	
Physical Geography The natural features of a place or environment.	**Human Geography** Features of an environment that have been shaped by people.

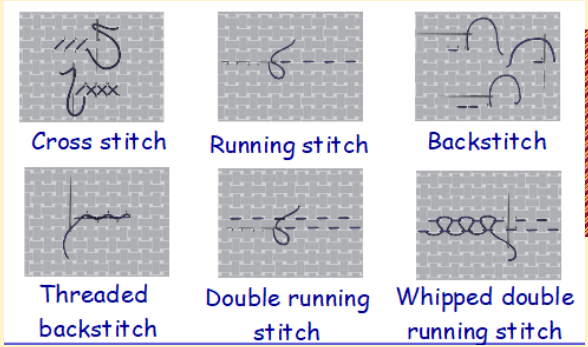
The Americas

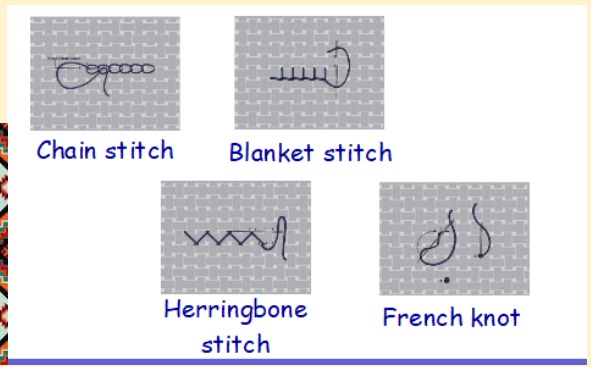
- The Americas are two separate continents consisting of North America and South America.
- North America contains 23 different countries.
- The Americas cover a huge area of the globe, extending over several lines of latitude and longitude.
- The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna.

DT

Year 5 Skills

- Investigate the design styles and techniques used in traditional South American fabric designs
- Use results of research to develop design ideas
- Learn to sew different stitches using tools and equipment safely
- Use knowledge of techniques to finalise design ideas
- Make and evaluate South American fabric wall hanging





Music

Year 5 Skills

- Singing a 3-part song in unison, learning the melody on an accompanying instrument
- Performing ostinatos and using body percussion accompaniments
- Exploring song structure
- Developing techniques to improve performances

Key Vocabulary

- Melody
- Ostinato
- Arrangement
- Ensemble
- Performance

RHE/PSHE

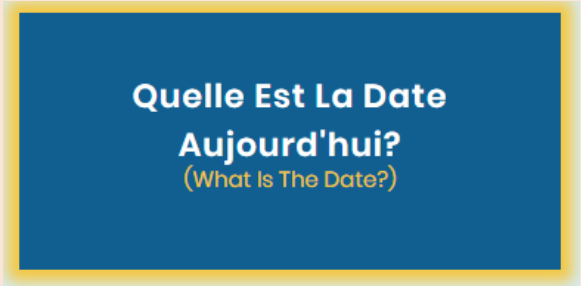
Life to the Full

PSHE Key Skills:

- Communication
- Understanding emotional needs
- Consider and evaluating risks

RHE:
- Funny feelings
- Emotional changes
- Making babies
- Menstruation

French



Year 5 Skills
- Learning new vocabulary for days, weeks, months and years
- Hold a short conversation asking and answering questions related to the date and when somebody's birthday is
- Read/understand and write short paragraphs on a familiar topic

PE

Dance

Year 5 Skills
- Create 'dance by chance' dances that follow a random structure
- Perform actions with quality of control
- Understand and perform dynamics within a dance
- Explore relationship between space, level and direction
- Use 'snapshot' dance style to link poses together and create a routine
- Explore Rock 'n' Roll style of movement and choreograph own routine.

Foundation Subject
IMPACT QUESTIONS

Geography

What are the key physical and human features of the Americas and how do they compare?

PE

What a good dance routine? Explain.

French

What is the date today? Explain how to structure the date in French.

Science

How can properties of different materials be described and tested?

Music

What techniques make an effective singing ensemble performance?

Computing

How can you use a spreadsheet to calculate simple formula?

PSHE

How do our bodies and emotions change through puberty and how can we deal with our emotional needs?

DT

What stitches can be used to recreate the style of traditional South American fabric designs?