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

JUSTICE | KINDNESS | COURAGE | INTEGRITY | FORGIVENESS | PEACE | COMPASSION | HUMILITY

Using our Secrets to Success…

Don't give up | Try new things | Work hard | Understand others | SUCCESS | Concentrate | Improve | Imagine | Push yourself

Roshenshine's Principles of Instruction & Jonathan Lear

Curriculum Drivers and Teams

English	**Maths**	**RE**	**History**	**Geography**	**Science**
Reading	Arithmetic	Knowledge &	Music	Art	RHE/PSHE
Writing	Fluency	Understanding	French (MFL)	DT	PE
Phonics	Reasoning	Engagement &	Computing		
SPaG	Problem Solving	Response			
		Analysis & Evaluation			

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

MEDICINE THROUGH TIME
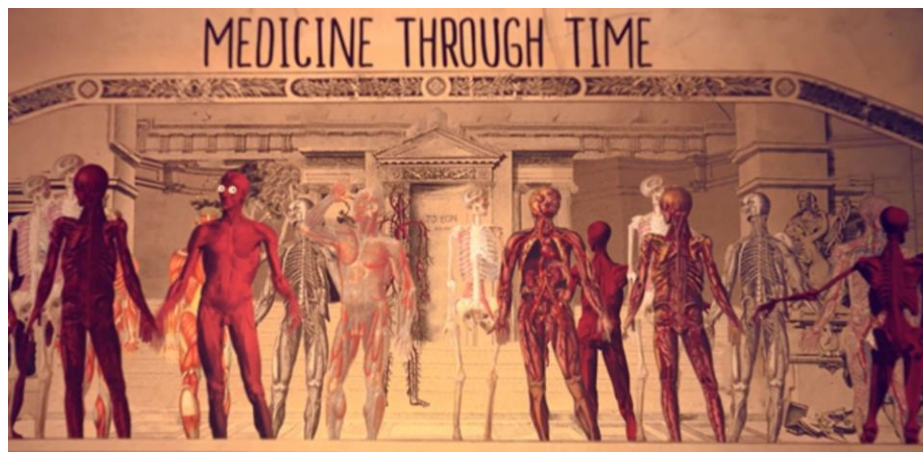
This half term, Year 5 are learning about the history of medicine.
We have lots of exciting things planned, including:
- Learning about medical developments from the Medieval times to present.
- Learning about vaccine development from the Oxford AstraZeneca team.
- Learning about how The Black Death entered the UK through our very own home town of Weymouth
- Learning how the NHS and welfare state was developed.

How can I help my child with this topic:
Find out facts about the medicine through time –
What inspirational people have helped developed the medicine we know today?
Encourage children to speak to older relatives who remember to formation and early stages of the NHS.
Talk to the children about the Covid-19 vaccination efforts and news stories related to the vaccine role out

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

Expanded noun phrases – a phrase/group of words describing the noun (person, place or object).

Simple sentence – a simple unit of meaning with a subject and verb.

Compound sentence – two or more simple sentences joined by a coordinating conjunction.

Complex sentence – a simple sentence with a subordinate clause (that it dependent on the simple sentence).

Subjunctive Form – A formal way of speaking or writing that uses the wishful were for …. Situation (e.g. If I <u>were</u> to win the lottery…) or a formal tone created with verb + than (e.g. It is <u>essential that</u> children learn their tables) **.**

Grammar Key Vocabulary – Word Level

Subject – the noun doing the verb (e.g. The <u>**dog**</u> chased the ball)**.**

Verb – the action or doing word in a sentence. (e.g. The <u>**dog chased**</u> the ball)**.**

Modal verb – describes how likely the verb is to happen (e.g. must, should, might, will)

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).

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 – Diary writing & Argument and Debate

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**'.

Audience – who will be reading the writing and who the text is aimed at
Purpose – what the writer wants to achieve from the piece of writing.

Structural signposts – signposting the reader within a text (e.g. first, the next issue to consider, finally)

Balance – not taking sides within an argument but presenting a balance of arguments for and against.

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.
- Discuss use of language features in non-fiction texts the children read at home.

SPELLING -
- Words ending -cious
- Words ending –tious or –ious
- Words with short vowel sound /i/ spelt with a y
- Words with a long vowel sound 'I' spelt with a y
- Homophones and near homophones

HOW TO HELP - Grammar
- Speak in grammatically accurate sentences.
- Spot gramma 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	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

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

Number and Place Value

Place value – the value of each digit within a number

Decimal point – represents the boundary between integers and decimals

Integer – a whole number

Decimal – part of a whole where 1 is the whole

Rounding – replacing a number with an approximate value

Partition – splitting a number into smaller parts

Roman numerals – the numerical system made up from letters that the Romans used

Negative numbers – any number less that zero

Statistics

Axis - the reference lines on a graph that you measure from for find a value

Data - information that can represented numerically

Horizontal – going left to right

Vertical – going up to down

X-axis – the horizontal axis

Y-axis – the vertical axis

Line graph – a type of graph used to show data and how it changes over time

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 – Number and Place Value

This half term we are learning to :

- Read, write, order and compare numbers to 1,000, 000.
- Count forwards and backwards in steps of 10 from any given number up to 1,000,000.
- Interpret negative numbers.
- Round any number to the nearest 10, 100, 1000 and 100,000.
- Read Roman numerals up to 1000 (M).
- Add and subtract whole numbers with more than 4 digits using formal written method.
- Solve addition and subtraction problems in context.

Number and Place Value — Knowledge Organiser

Numbers to One Million

926 471

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
9	2	6	4	7	1

nine hundred and twenty-six thousand, four hundred and seventy-one

926 471 → 900 000, 20 000, 6000, 400, 70, 1

Number line:

0 .... 500 000 .... 1 000 000

100 00, 200 000, 300 000, 400 000, 600 000, 700 000, 800 000, 900 000
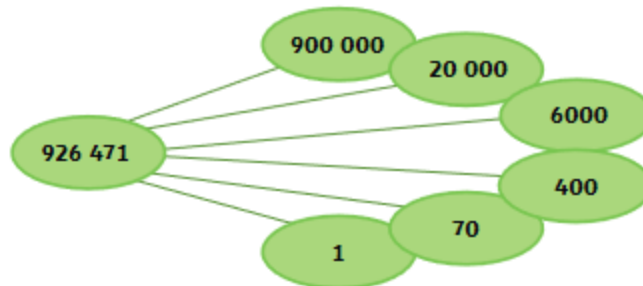
Compare and Order

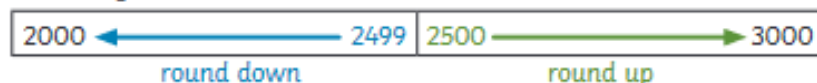| equals	greater than	less than
$26 + 38 = 8 \times 8$	$23\ 873 > 8256$	$901\ 198 < 1\ 091\ 098$
Both calculations have the value 64.	The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.	The number on the right has 1 million and the number on the left has 0 millions.

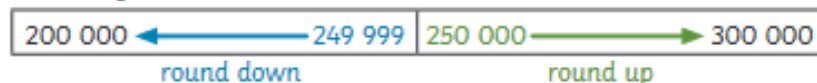smallest | 898 | 6735 | 6835 | 7019 | 9002 | 11 235 | greatest

Rounding

Rounding to the nearest 10

| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

← round down   round up →

Rounding to the nearest 1000

2000 ← 2499   2500 → 3000

round down   round up

Rounding to the nearest 100 000

200 000 ← 249 999   250 000 → 300 000

round down   round up

Roman Numerals

	I – 1	II – 2	III – 3	
IV – 4	V – 5	VI – 6	VII – 7	VIII – 8
IX – 9	X – 10	XI – 11	XX – 20	XXX – 30
XL – 40	L – 50	LX – 60	LXX – 70	LXXX – 80
XC – 90	C – 100	CL – 150	CC – 200	CCC – 300
CD – 400	D – 500	DC – 600	DCC – 700	DCCC – 800
CM – 900	M – 1000	MC – 1100	MD – 1500	MM – 2000

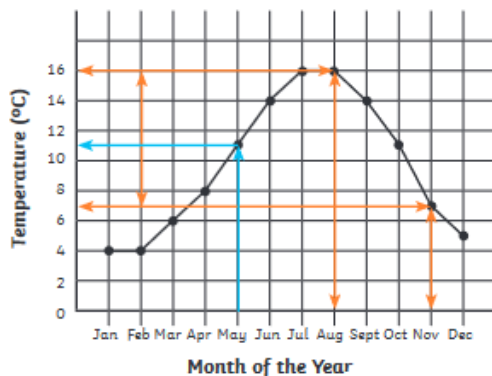CCXLVIII – 248   DCCLXXXIV – 784   MMXIX – 2019

Maths – Statistics

Read and Interpret Line Graphs

Here is a line graph showing the average temperature for each month.

The y-axis shows temperature in intervals of 2°C on a scale of 0°C to 16°C.

The points show the average temperature for each month.

The x-axis shows the months of the year.

This half term we are learning to :

- Solve comparison, sum and difference problems using information presented in line graphs.

To find the average temperature in May, follow the arrow up from May and across to the temperature. As this is halfway between 10°C and 12°C, the average temperature in May is 11°C.

To find the difference between the average temperatures in August and in November, find the temperature for each month and calculate the difference between the two. The shape of the line graph can show how the temperature changed. he average temperature falls 9°C from August to November.

Ourselves & Baptism

Domestic Church – Ourselves

Baptism – Life Choices

Ourselves
- What are qualities? Name one of your qualities? Can you identify qualities in anyone else?
- When are people not at peace with one another and why do you think this happens? How could you be a peacemaker?
- How can we love like God loves?
- How could you use your unique qualities to help others?

Baptism
- What does it feel like to have a faithful friend?
- What is mission and how could we describe the Christian mission?
- What does it mean to be an apostle? How can you be an apostle?
- Why is it sometimes hard to show love and service?
- How could you work for peace?

Science: Animals Including Humans
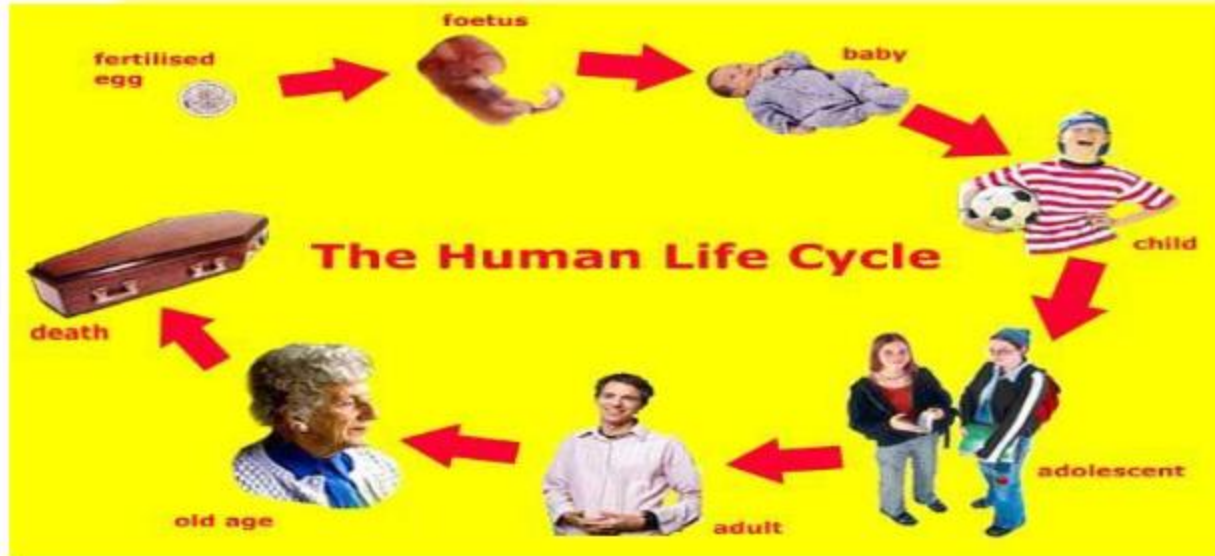
The Human Life Cycle

The process of changing and developing from birth through to old age.

Fetal Growth From 8 to 40 Weeks

Key Vocabulary

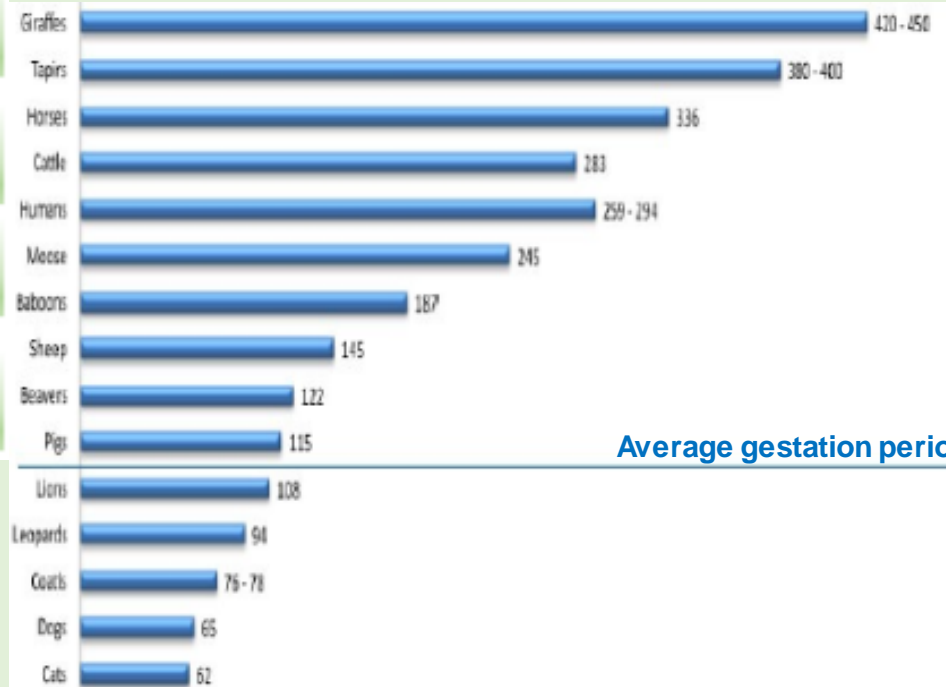|	
Adolescent	The process of developing from a child into an adult (teenager)
Adult	A person who is fully grown or developed
Child	A young human being below the age of puberty
Foetus	An unborn or unhatched offspring of a mammal
Gestation	The process or period of developing inside the womb between conception and birth
Reproduction	Creating offspring by a sexual or asexual process
Life Expectancy	The average period that you may expect to live

Average gestation period by days:

| Animal	Days
Giraffes	420 - 450
Tapirs	380 - 400
Horses	336
Cattle	283
Humans	259 - 294
Moose	245
Baboons	187
Sheep	145
Beavers	122
Pigs	115
Lions	108
Leopards	94
Goats	76 - 78
Dogs	65
Cats	62

Average gestation period

Computer Science – CODING

We Are Game Developers

Year 5 Skills:

- Understand what algorithms are
- Creating and sourcing assets – sprites, backgrounds, sound effects etc
- Creating a prototype of the game – turning algorithm into code
- Debugging – isolating issues in code and problem solving to fix them
- Testing game and receiving feedback, editing where necessary
- Writing instructions and publishing game
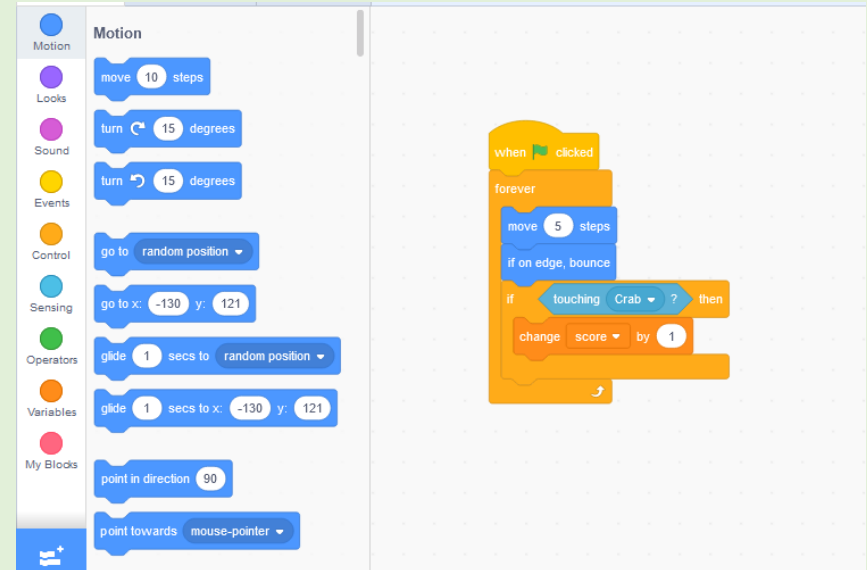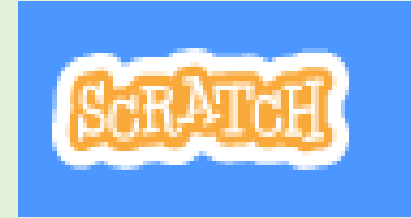
Year 5 History Skills:

-Can pupils explain how cultural, religious, social and political history contributed to the development of medicine through the ages?
- Can pupils draw a timeline and place periods and events studied (inc. work from previous year groups) on timeline correctly?
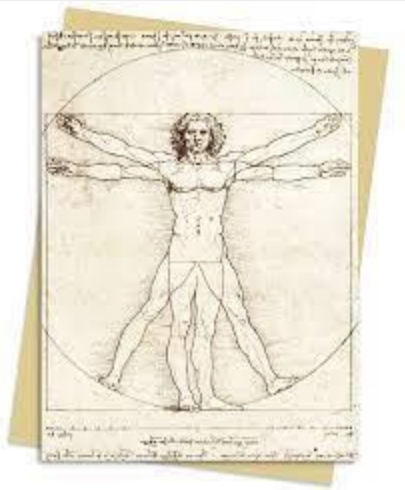
**History
Medicine Through Time**

Renaissance Medicine

Vitruvius

The Black Death

Art

Year 5 Skills
- To improve their mastery of art and design techniques including drawing (pencil).
- To learn about great artists in history (DaVinci)
- To keep notes in sketch books as to how they might improve work in the future.
- To experiment with different styles which artists have used.
- To organize line, tone, shape and colour to represent figures and forms in movement.
- To use shading to create mood and feeling.

Key Vocabulary :
Sketch
Pencil
Line
Shade
Tone
Structure
Scale
Proportion
Perspective

Music

Year 5 Skills
- To breath in the correct place when singing
- To use their understanding of meaning to add expression.
- To maintain their part which others are performing their part in two-part songs.
- To identify rhythms including syncopated rhythms.
- To compose music which meets specific criteria.
- To use simple notation to denote tempo and pitch.

Unit: Keeping healthy

Musical focus: Beat
Subject link: PE

Key Vocabulary
- Tempo
- Pitch
- Syncopation
- Ostinato
- Rhythm
- Scale (chromatic)
- Notation

MUSIC EXPRESS AGE 5-6

RHE/PSHE

PSHE Key Skills:

- Understanding rights and responsibilities
- Explaining the dangers of smoking
- Understand the importance of healthy diet and lifestyle

RHE:
- Calming the Storm – understanding that God loves us
- Gifts and Talents
- Girls' Bodies – how they change in puberty
- Boys' Bodies – how they change in puberty

French

Hockey

Year 5 Skills
- Identify and name nouns saying if they are masculine or feminine
- Hold short conversations where children are saying 2 or 3 things using familiar langauge.
- Alter some adjectives to fit with the gender of nouns
- Read and write short paragraphs on a familiar top

Topics:
The chldren will be learning about general clasroom objects and routines and looking at naming and describng their pets.

PE

Hockey

Year 5 Skills
- Develop a broader range of techniques and skills for attacking and defending.
- Know and apply the basic strategic and tactical principles of attack and to adapt them to different situations.
- Develop consistency in their skills.
- Know and understand the basic principles of warming up and understanding why it is important for a good-quality performance.

Foundation Subject IMPACT QUESTIONS

PE

Why Is it important that we warm up before physical activity?

History

What has helped and hindered medical progress since the middle ages?

French

How can you describe your pets in French?

Science

How do animals and humans reproduce and develop?

Music

What is a syncopated rhythm and why are they used?

Computing

Which is the odd one out? Sprite, avatar, background, debug. Explain why.

PSHE

Can you explain the importance of a healthy lifestyle on your body and mental wellbeing?

Art

How do artists use line and shade in pencil drawing and tone and tints in other artwork?