



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 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



School Mission Statement

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



Amen



The Maya



This half term, Year 5 have a history driven topic focused on the Maya who live in Central America.

We have lots of things planned, including:

- Identify, naming and locating where the Maya used to live
- Learning about the Maya number system and calendar
- Identifying what was important to them
- Looking at when and how they used to live
- Looking at how we know about them

How can I help my child with this topic:

Find out facts about the Maya.

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

Hyphens to avoid ambiguity -Hyphenate two or more words when they: come before a noun they modify. act as a single idea. **Hyphens** can be used to avoid ambiguity (eg 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').

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.

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.

Semi colon within a list - Semicolons **can be used to link items in a list**, such as objects, locations, names and descriptions.

Bullet point lists - **Think of a bullet point as a mini headline.** It needs to be concise and attention-grabbing in a way that intrigues readers and compels them to read more.

Colons to introduce lists - Use a colon **before** a series or list only if the words that introduce the list make up a complete sentence: To make a cake you need a few basic ingredients: butter, sugar, eggs, milk, flour, leavener, and salt.

Semi colons, colons and dashes to join clauses - Use a semicolon to separate two related independent clauses (clauses that can stand as sentences on their own) that are not linked by a comma and coordinating conjunction (and, but, for, nor, or, yet, and so). We use **semi-colons** and **colons** to **join** independent **clauses** and make them part of one sentence.

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.

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 – Myths

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 the 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 thing **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 -

- Words with 'or' in them spelt 'or'
- Words with 'ou' in them spelt 'au'
- Convert nouns or adjectives into verbs using suffix '-ate'
- Convert nouns or adjectives into verbs using suffix '-ise'
- Convert nouns or adjectives into verbs using suffix '-ify'
- Convert nouns or adjectives into verbs using suffix '-en'

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

Decimals

Tenths - one of 10 approximately equal parts of something.

Hundredths - One **hundredth** is one part of a whole or a group that is broken up into 100 equal parts.

Decimal - a way of writing a number that is not whole. Decimal numbers are 'in between' numbers. For example, 10.4 is in between the numbers 10 and 11. It is more than 10, but less than 11.

Decimal equivalents - are **decimal numbers that have the same value**. For example, 0.5 and 0.50 are equivalent decimals. You can see in the models below that five tenths and fifty hundredths take up the same amount of space. When you place zeros to the right of a decimal, its value stays the same.

Rounding - An approximation used to express a number in a more convenient way.

Decimal point - A decimal number is a number that consists of a whole number and a fractional part. The **decimal point** separates the whole number from the fractional part.

Place value - Indicates the position of a numeral (e.g. the place value of the 3 in 738 is 30)

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.
 $\frac{1}{2} = \frac{2}{4}$

Proper – a fraction with a numerator that is smaller than the denominator e.g. $\frac{1}{4}$

Improper – a fraction with a numerator larger than the denominator e.g. $\frac{5}{4}$

Mixed number – a combination of a whole integer and a fraction e.g. $1 \frac{1}{4}$

HOW TO HELP

Mental arithmetic games – e.g.
Countdown.

Regularly revisit times tables facts up to 12×12 .

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

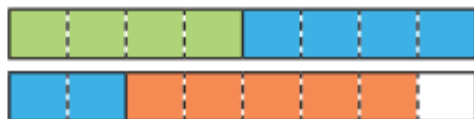
Maths – Fractions

This half term we are learning to:

- Solve problems with fractions.
- Solve problems with 4 operations.

Add Fractions Where the Total is Greater Than 1

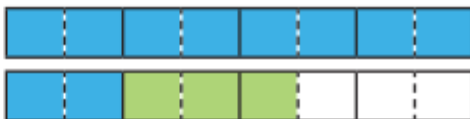
$$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$



Add Mixed Numbers

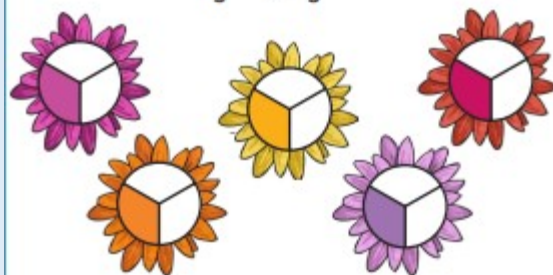
$$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$$

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



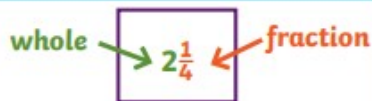
Multiply Unit Fractions by an Integer

$$\frac{1}{3} \times 5 = \frac{5}{3}$$



Mixed Numbers

Mixed numbers contain a whole number and a 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.

Maths – decimals and percentages

Tenths, Hundredths and Thousandths

0 $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$

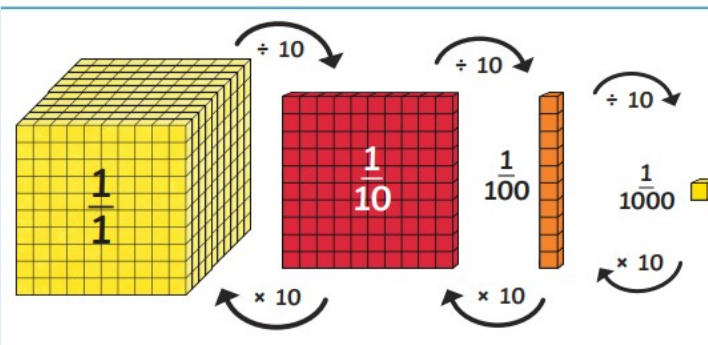
0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

0 $\frac{1}{100}$ $\frac{2}{100}$ $\frac{3}{100}$ $\frac{4}{100}$ $\frac{5}{100}$ $\frac{6}{100}$ $\frac{7}{100}$ $\frac{8}{100}$ $\frac{9}{100}$ $\frac{10}{100}$

0 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.1

0 $\frac{1}{1000}$ $\frac{2}{1000}$ $\frac{3}{1000}$ $\frac{4}{1000}$ $\frac{5}{1000}$ $\frac{6}{1000}$ $\frac{7}{1000}$ $\frac{8}{1000}$ $\frac{9}{1000}$ $\frac{10}{1000}$

0 0.001 0.002 0.003 0.004 0.005 0.006 0.007 0.008 0.009 0.01



This half term we are learning to:

- Read, write and order to 2 decimal places.
- Name and identify decimal places.
- Round to 2 decimal places.
- Understand a percentage is part of a hundred.
- Solve problems involving percentage and decimal equivalence

Order and Compare Numbers with Three Decimal Places

Ones	Tenths	Hundredths	Thousandths
	$\frac{1}{10}$ $\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$ $\frac{1}{1000}$ $\frac{1}{1000}$

0 . 2 1 3

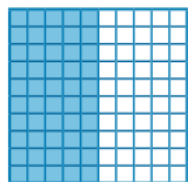
Ones	Tenths	Hundredths	Thousandths
1		$\frac{1}{100}$ $\frac{1}{100}$	$\frac{1}{1000}$ $\frac{1}{1000}$

1 . 0 2 2

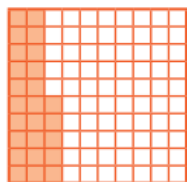
Ones	Tenths	Hundredths	Thousandths
1 1	$\frac{1}{10}$		$\frac{1}{1000}$ $\frac{1}{1000}$ $\frac{1}{1000}$

2 . 1 0 3

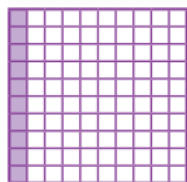
Percentage and Decimal Equivalents



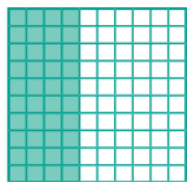
$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$$



$$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$$



$$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$$

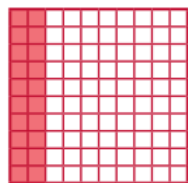


$$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$

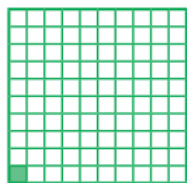
Crossing the Whole

$$0.82 + 0.63 = 1.45$$

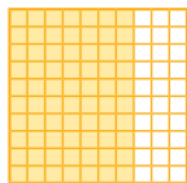
$$2.531 - 0.6 = 1.931$$



$$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$$



$$1\% = \frac{1}{100} = 0.01$$



$$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$$

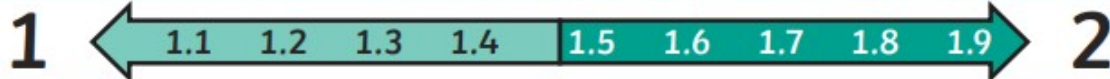
Adding and Subtracting Decimals

$$0.8 + 0.001 = 0.801$$

$$1.031 - 0.23 = 0.801$$

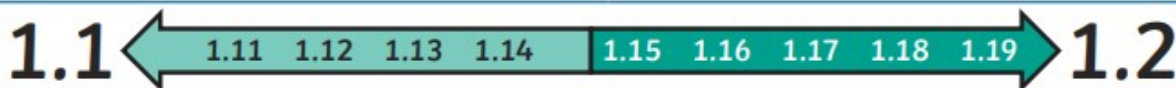
$$0.4005 + 0.4005 = 0.801$$

Rounding Decimals



If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.



If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

LENT/EASTER – GIVING

Lent, a time of giving in order to celebrate the sacrifice of Jesus



MISSION



VISION



VALUES

SACRIFICE



During this topic we will be:

- Giving or refusing to give; appreciating the cost of giving – Explore
- Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal
- Acquire the skills of assimilation, celebration and application of the above – Respond

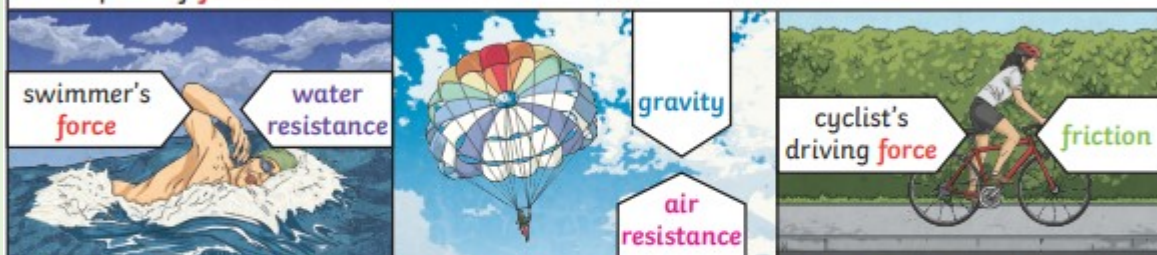
Key Vocabulary	
forces	Pushes or pulls.
gravity	A pulling force exerted by the Earth (or anything else which has mass).
Earth's gravitational pull	The pull that Earth exerts on an object, pulling it towards Earth's centre. It is the Earth's gravitational pull which keeps us on the ground.
weight	The measure of the force of gravity on an object.
mass	A measure of how much matter (or 'stuff') is inside an object.

friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
air resistance	A type of friction caused by air pushing against any moving object.
water resistance	A type of friction caused by water pushing against any moving object.
buoyancy	An object is buoyant if it floats. This is because the weight of the object is equal to the upthrust .
streamlined	When an object is shaped to minimise the effects of air or water resistance .
mechanism	Mechanisms are simple machines with moving parts that change input forces and movement into a set of useful output forces. Examples of mechanisms are pulleys, gears and levers.
upthrust	A force that pushes objects up, usually in water.

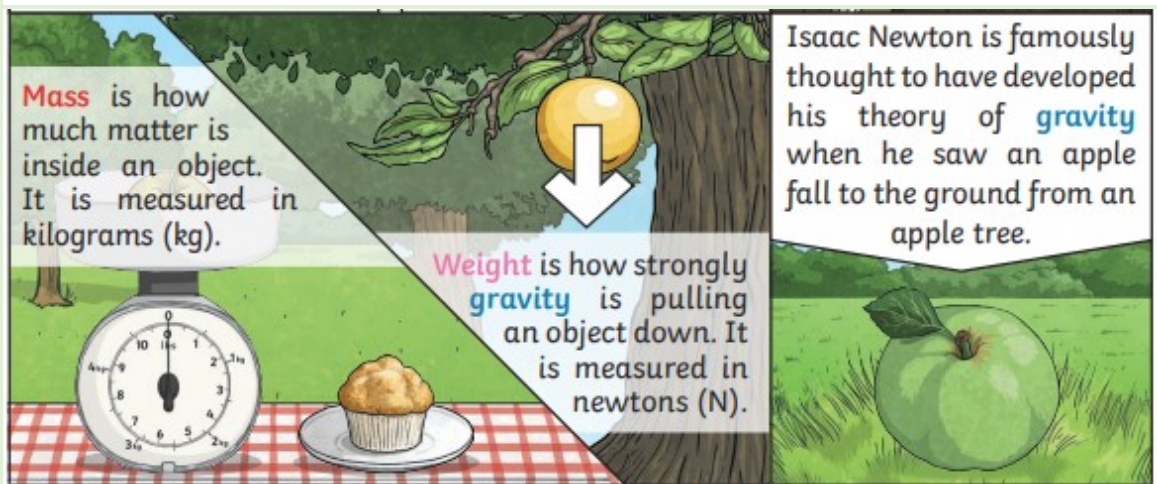
Science: Forces

Key Knowledge

Examples of **forces** in action:



Water resistance and **air resistance** are forms of **friction**. **Friction** is sometimes helpful and sometimes unhelpful. For example, **air resistance** is helpful as it stops the skydiver hitting the ground at high speed. **Friction** on a bike chain can make the bike harder to pedal so it is unhelpful.



Computing – Web Developing

This topic we are learning to:

- Plan a website.
- Learn how a search works.
- Curate website content.
- Add media to a website.
- Review each others content and make suggestions for improvement
- Publish a website.

What makes a good web page?



Key Vocabulary

Domain name
URL
Search engine
Web page
Features
Navigation bar
Image
Header
Side bar

Web page or website?

Discuss: What is the difference between a web page and a website?

A web page is a single document on the World Wide Web with...

A website is a series of web pages linked together using the...

Web page or website?

This is the URL of a website:
<https://www.cgpbooks.co.uk>

A web page might look like:
<https://www.cgpbooks.co.uk>

What makes a good web page?

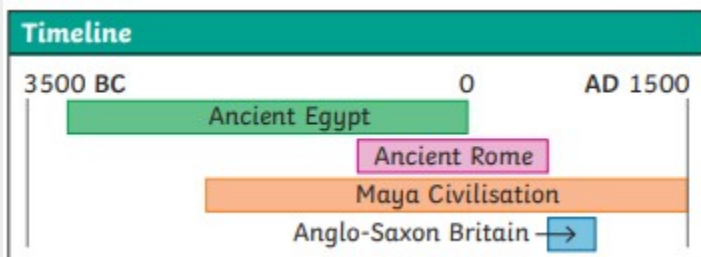
Discuss: What are some of your favourite web pages?
What makes them successful?

Interesting Useful/accurate information

Interactive elements Easy to use






Clearly structured Appealing to look at

Key Events	
2000 BC	The Maya civilisation comes into being in Central America.
300 BC	Cities, such as El Mirador, become large and powerful.
AD 900	Cities in the rainforest are abandoned due to an extensive drought . People move north to the highlands of Guatemala and the Yucatán.
AD 1000	Cities like Chichén Itzá (which has two temple pyramids) are still thriving.
AD 1500s	The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.
AD 1839	American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood explore Copán and extensively document what they find, reigniting interest in the Maya civilisation . They go on to document other Maya cities, including Chichén Itzá.
AD 2014	The cities of Lagunita and Tamchén are rediscovered.



History

The Maya

Maya Numbers	
The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero.	 = 0  = 1  = 5
The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells.	
The Maya used a base 20 number system, so after number 19, multiples of 20 were written above the bottom number.	 = 18  = 28

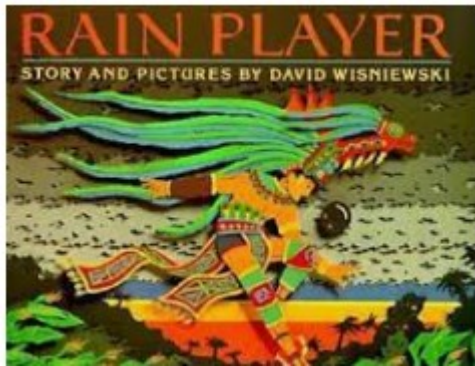


Key Vocabulary	
civilisation	An organised society with its own culture and way of life, existing in a particular area over a particular period of time.
drought	A long period with very little rain.
ritual	A ceremony, often religious, with set actions performed in a set order.
jaguar	A big cat, heavier than a leopard, with yellowish fur and black spots.
scribes	People paid to write things down, either as an official record or for someone else unable to write.
codices	Ancient handwritten texts. Maya codices could be unfolded like a concertina. One text is called a codex.
maize	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.
cacao beans	Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.

Art

Year 5 Skills

- Investigate Maya masks
- Use the Rain Player book as a starting point to make their own collage.
- Evaluate different collage techniques especially fabric and paper.
- Create images from imagination, experience or observation.
- Create textured collages from a variety of media.
- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.
- Experiment with a range of media e.g. overlapping, layering etc.
- Use a range of media to create collage.
- Awareness of the potential of the uses of material.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and analytical to adapt, extend and justify their work.



Music

Year 5 Skills

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
- Exploring song structure
- Developing techniques to improve performances
- listen with attention to detail and recall sounds with increasing aural memory

Key Vocabulary

- Beats to the bar
- Rhythm
- Tempo
- Salsa
- Bossa nova
- Tango
- Rumba
- Merengue
- Riggaeton
- Guitar
- Bongoes
- Accordion





RHE/PSHE



French

'Ou-habites tu?
Where do you live?

PE

Netball

Year 5 Skills

- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- use running, jumping, throwing and catching in isolation and in combination.
- take part in outdoor and adventurous activity challenges both individually and within a team



PSHE Key Skills:

- Being assertive
- Understand the truth and false about drugs.
- Decision dilemmas

RHE:

- Menstruation
- Is God calling you?
- Under pressure
- Do you want a piece of cake?

Year 5 Skills

- Learning new vocabulary for where we live.
- Hold a short conversation asking and answering questions related to what type of house we live in and where the house is located.
- Understand how to say 'I do not'
- Take part in a simple conversation.

Foundation Subject IMPACT QUESTIONS

History

What do we know about the Mayans?

Science

What are the different forces around us?

Computing
How can you use a spreadsheet to calculate simple formula?



PSHE

How we can make good decisions and stand up for ourselves.

PE

How do we play netball? What skills do we need?

French

What is the weather like today? How can we describe it?

Music

What different types of music can be found in central America. What do we like about it?

DT

How can we use different materials to make pictures?