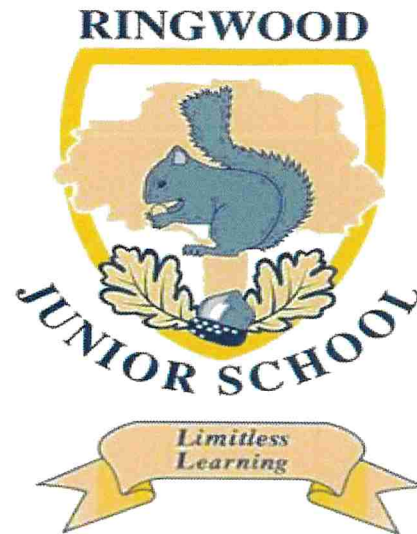


Autumn Term 2025

Curriculum Knowledge Organiser

Year 5



KNOWLEDGE ORGANISER – Year 5 PSHE

Me and My Relationships



WHAT YOU SHOULD ALREADY KNOW

- I can give a lot of examples of how I can tell a person is feeling worried just by their body language.
- I can say what I could do if someone was upsetting me or if I was being bullied.
- I can explain what being 'assertive' means and give a few examples of ways of being assertive.

KEY KNOWLEDGE

Working collaboratively – this means that you are able to work with others in order to complete a task.

Negotiation – in a friendship this means you are able to discuss with a friend and reach a compromise.

Compromise – this is where you are able to reach a balanced agreement with someone (sometimes known as give and take).

Interactions online with your friends are to be responsible and respectful just as they are when you see them face to face.

Passive – this is when you are accepting or allowing what happens or what others do, without active response or resistance.

Aggressive – this is when a person behaves in a forceful and determined way.

Assertive – this is when you are showing a confident personality.

KEY VOCABULARY

collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching qualities unhealthy relationship

KEY QUESTIONS

Feelings

What are emotional needs?

Do we have the same emotional needs? Do

emotional needs stay the same? Why are

emotional needs important?

Friendship Skills, Including Compromise

What qualities make a good friend? Why?

How does a good friend show these qualities?

Do these qualities make a difference in

friendships? How?

Assertive Skills

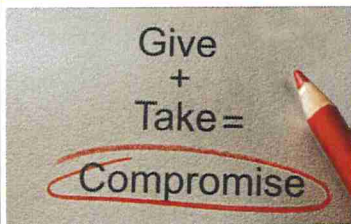
How can someone stand up for themselves?

When would someone use their assertiveness

skills?

Is assertiveness the best way to react to

pressure? Why?

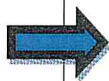


KNOWLEDGE ORGANISER - Year 5 Basketball

Physical education should inspire all pupils to succeed and excel in a broad range of activities including competitive sport and other physically-demanding activities.



To know how to maintain possession while dribbling.



To develop passing and moving to support my team.



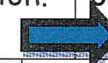
To develop passing and moving and play within the rules of the game.



To develop movement skills to lose a defender and move into space.



To develop defending skills to delay an attacker and gain possession.



To use space effectively to create shooting opportunities.

KEY KNOWLEDGE

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith.

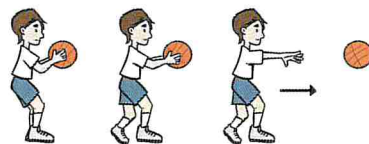


WHAT YOU SHOULD ALREADY KNOW

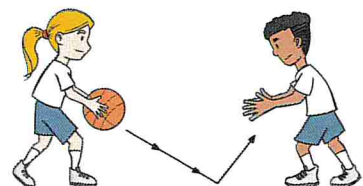
- Tracking the ball will help you to catch with accuracy.
- Point your hands to your target when throwing to help to send the ball accurately.
- As a defender you need to stop the opposition and gain possession.

IMAGES/DIAGRAMS/MAPS

Chest Pass



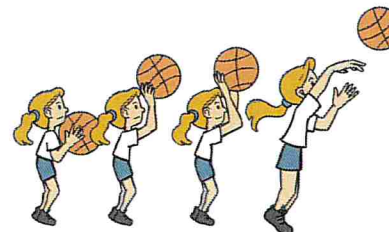
Bounce Pass



Dribbling whilst guarding



Shooting



KEY VOCABULARY

- accelerate:** speed up
- accurate:** successful in reaching the intended target
- delay:** to slow someone down
- gain:** get possession of the ball
- option:** possible choices
- possession:** to have
- pressure:** to add challenge
- receiver:** the person collecting or stopping the ball

KNOWLEDGE ORGANISER - Year 5 Tag-Rugby

Physical education should inspire all pupils to succeed and excel in a broad range of activities including competitive sport and other physically-demanding activities.



To develop throwing, catching and running with the ball.

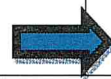
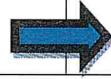
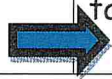
To develop an understanding of how to defend using tagging rules.

To begin to use the 'forward pass' and 'offside' rule.

To develop movement skills to dodge a defender.

To track an opponent and begin to defend as a team.

To apply the rules and skills you have learnt and play within a game.



KEY KNOWLEDGE

Tag rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

Rules:

Tagging

Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.

The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward Pass:

Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

Defending players must try to stay in front of the ball carrier.

Onside if in front of the ball carrier, offside is behind the ball carrier.

WHAT YOU SHOULD ALREADY KNOW

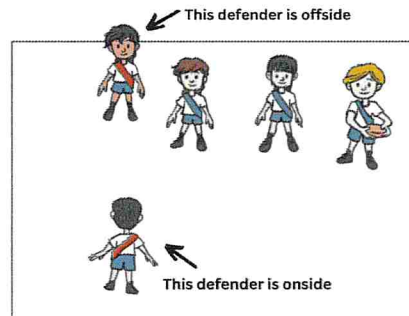
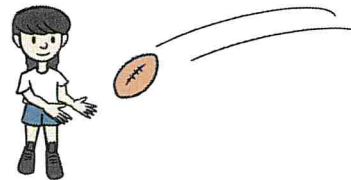
- Swing your hands to your target when throwing to help to send the ball accurately.
- Spread out as a team to help you to move the defenders away from each other.
- As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

IMAGES/DIAGRAMS/MAPS

Tag Belt and tags



Forward Pass



KEY VOCABULARY

dodge: change direction quickly, often used to lose a defender or avoid being caught

forward pass: when the ball is passed in the direction of a team's try line

invasion: a game of two teams who invade each other's space to score goals

limit: to reduce offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.

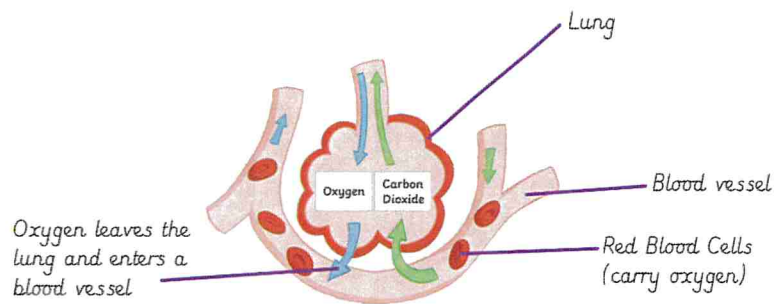
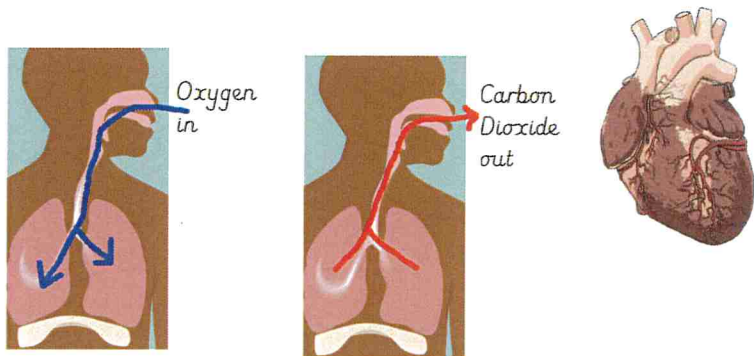
onside: when the defender is in front of the ball carrier

KNOWLEDGE ORGANISER - Year 5 Science

Human Circulatory System



IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- Plants use energy from the sun to make their own food - photosynthesis
- Animals need energy to grow and they get this from food.
- Animals need a variety of foods to help them grow and survive
- Different animals require different foods to survive. Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do.
- The digestive system transfers nutrients from food into the blood. The blood transports the nutrients around the body.
- Muscles relax and contract to help us move.

KEY KNOWLEDGE

- All animals need oxygen to survive. This is because it allows the body to produce energy from food.
- Humans breathe in air through the mouth and nose. It travels down the trachea to the lungs. In the lungs oxygen in the air is passed into the blood.
- Blood vessels carry oxygen all around the body - Every part of animals' bodies need oxygen, especially muscles.
- The heart pumps blood all around the body.
- The blood then returns to the heart where it is pumped again.
- When we exercise our heart rate increases because our muscles are using more energy to move. Therefore the muscles need more oxygen and nutrients. The heart beats faster to get the blood to the muscles more quickly.

KEY VOCABULARY

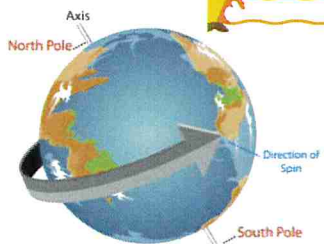
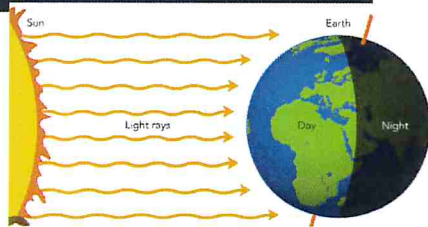


KNOWLEDGE ORGANISER - Year 5 Science

Earth and Space



IMAGES/DIAGRAMS



WHAT YOU SHOULD ALREADY KNOW

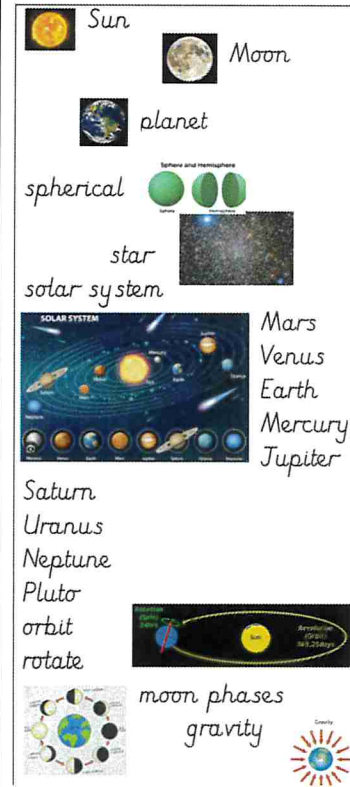
- Class discussions to find out what children know; however no prior learning is expected for this project.



KEY KNOWLEDGE

- The universe is everything. Everything we can touch, feel, sense, measure and detect. It is vast and contains billions of stars.
- Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars
- The sun is the star at the centre of our solar system, Earth is the planet that we live on, the moon is Earth's only natural satellite.
- The sun, moon and Earth are approximately spherical due to gravity.
- The solar system is a collection of 8 planets and their moons orbiting our nearest star, the sun. It can be represented using a model.
- Gravity is a force of attraction between any two things that have mass and bigger masses exert bigger forces. The planets orbit the sun because it is an enormous star, therefore its gravitational pull on other objects in space is also enormous.
- All objects in the solar system are rotating as well as orbiting.
- The time it takes for an object to rotate once is called a day. For Earth this is 24 hours.
- The time it takes a planet to orbit the sun is called a year. For Earth this is 365.25 days.
- The moon orbits Earth. This takes approximately 28 days.
- Day and night happens because the Earth rotates anti-clockwise on its axis. When the UK is facing the sun it is daytime. When it faces away from the sun it is night time. A full turn takes 24 hours.
- The moon reflects the sun's light. The shape of the moon appears to change because we can only see the part that is reflecting the sun's light at that time.

KEY VOCABULARY



KNOWLEDGE ORGANISER - Year 5 Geography The New Forest

Geography is learning about *people, places and processes* from across the world so that we understand where we live on a local, national and global scale.



I can locate The New Forest in the UK using a map.

I can compare The New Forest to other National Parks in terms of location and size.

I can locate and comment on significant places in The New Forest.

I can understand how human have impact on The New Forest and ways in which the impact is managed.

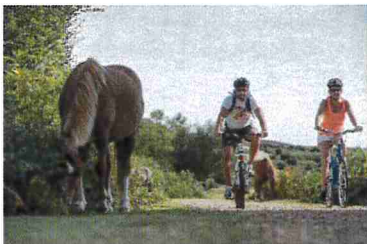
I understand the role of commoners, agisters and verderers in The New Forest.

I can evaluate a proposed new attraction for its location and impact.

I can use 6 figure grid references to describe locations on a map

I can present what I have learnt about The New Forest.

IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- The location of the UK and Hampshire on a map.
- The location of Ringwood and its surrounding area.
- The names of the eight main point of the compass.
- How to read four figure grid references on a map.
- To be able to use maps and satellite images to understand the physical features of places.
- How data collection helps us to understand places (fieldwork).

KEY KNOWLEDGE

- The location The New Forest on a map and to identify its physical features.
- What makes a National Park and the location of the 15 National Parks on a map.
- Burley, Lyndhurst, Brockenhurst, Beaulieu and Lymington are significant places in The New Forest due to visitor attractions.
- Verderers, Agisters and Commoners care for the animals and environment of The New Forest.
- People have positive and negative impacts of The New forest. These impacts need to be managed to The New Forest sustainable.
- How to read and write six figure grid references to describe position on a map.

KEY VOCABULARY

The New Forest
North, South, West and East
North-East, South-East, North-West, South-West
Coast
The United Kingdom
England/Scotland/Wales
Britain
National Park
Hampshire
Woodland
Grassland
Heathland
Tourist
Agister
Verderer
Commoner
Conservation
Human Impact

YEAR GROUP
Year 5

KNOWLEDGE ORGANISER

PROJECT: Read Write and Remember to Twinkl

LEAD SUBJECT: Music



Musical Milestones:
Explore different types of notation and their purposes

Revisit and recall prior learning about rhythmic notation

Learn about pitch notation – the staff and the note names

Learn to read pitched notes on the staff

Learn to write staff notation

Practically apply notation reading knowledge and skills

WHAT YOU SHOULD ALREADY KNOW

- That music can be notated in a variety of ways, including graphic and grid.
- The note values of crotchets, quavers, minims and crotchet rests.
- That notes have different pitches based on the first seven letters of the alphabet and can be grouped into scales.

KEY VOCABULARY

- pitch
- major
- scale
- duration
- rhythm
- treble clef
- crotchet
- quaver
- minim
- semibreve
- time signature
- crotchet rest
- bar
- bar line
- stave

KEY KNOWLEDGE

The staff is a set of 5 lines that musical notes are written on; the higher up the staff the notes are written, the higher they will sound.

The treble clef appears at the start of each new line of music. It is sometimes called the G clef because it curls around the G line of the staff.

Note pitch names use the first 7 letters of the alphabet. Going forwards, the notes rise. Going backwards, they get lower. Each note has its own special place on the staff.

The time signature appears at the start of the music, the top number describes the metre e.g. a 4 at the top means the music is counted in groups of 4 beats.

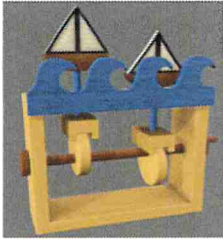
IMAGES/DIAGRAMS/MAPS

Treble Clef Notes

Line Notes

Space Notes

My took his and went to a He got stung by a and so he went home to



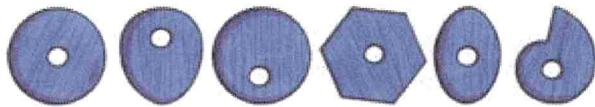
KNOWLEDGE ORGANISER - Year 5 D&T

CAM TOYS

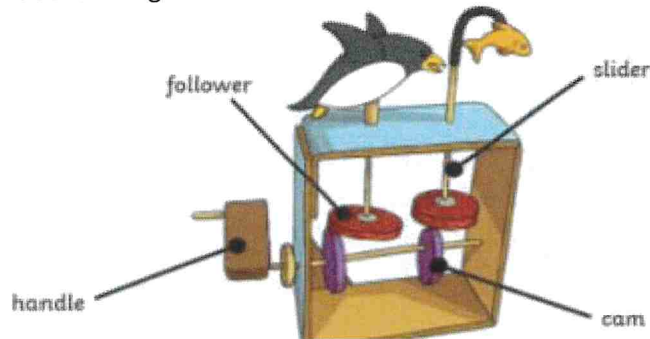


IMAGES/DIAGRAMS/MAPS

Cams come in various shapes, each one affecting the type of movement performed. These are called 'cam profiles' : Round, pear/egg, eccentric, hexagon, oval and snail



Labelled diagram:



DESIGN CONSIDERATIONS

PURPOSE

To design and construct a cam toy.

USER

Another child.

INNOVATION AND CHALLENGE

Experiment with more than one cam shape.

WHAT YOU SHOULD ALREADY KNOW

- To explore and compare different mechanisms and current products.
- How to create detailed sketches and plans.
- How to use a range of finishing techniques to make the cam toy appealing to the user.
- That different mechanisms can create movements in different directions (as with levers and linkages)
- How to join wood and other items together using glue.

KEY KNOWLEDGE

- Linear motion is movement in a straight line whereas rotary motion means turning in a circle.
- A cam will change rotary motion into linear motion.
- The peak is the part of the cam that is the furthest from the pivot point, creating a larger movement.
- If the pivot point is not central, the movement will be greater.
- The shape of the cam controls the movement of the follower. When the follower falls, this can be sudden or gradual depending on which shape cam is used.

KEY VOCABULARY

cam shaft
dowel
follower
linear
mechanism
motion
pivot point
prototype
rotation
slider



KNOWLEDGE ORGANISER - Year 5 French

Classroom Instructions



IMAGES/DIAGRAMS/MAPS



écoutez



répétez



regardez



levez la main



baissez la main



écrivez

WHAT YOU SHOULD ALREADY KNOW

- To recognise and understand classroom instructions in English or their native language.
- To know that when actions are put with new language, this helps us to remember new language.

KEY KNOWLEDGE

- To know that écoutez means 'to listen'; répétez means 'to repeat'; regardez means 'to look'; levez la main means 'to put your hand up'; baissez la main means 'to put your hand down'; écrivez means 'to write'; ouvrez means 'to open'; fermez means 'to close'; levez-vous means 'stand up'; asseyez-vous means 'sit down'.

KEY VOCABULARY

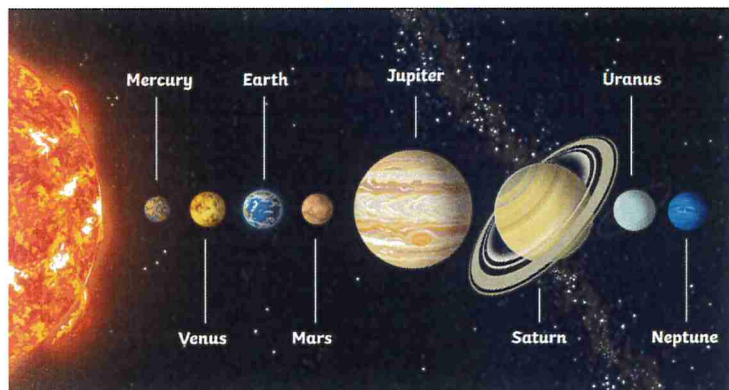
| | |
|-----------------|--------------------|
| écoutez | listen |
| répétez | repeat |
| regardez | look |
| levez la main | put your hand up |
| baissez la main | put your hand down |
| écrivez | write |
| ouvrez | open |
| fermez | close |
| levez-vous | stand up |
| asseyez-vous | sit down |

KNOWLEDGE ORGANISER - Year 5 French

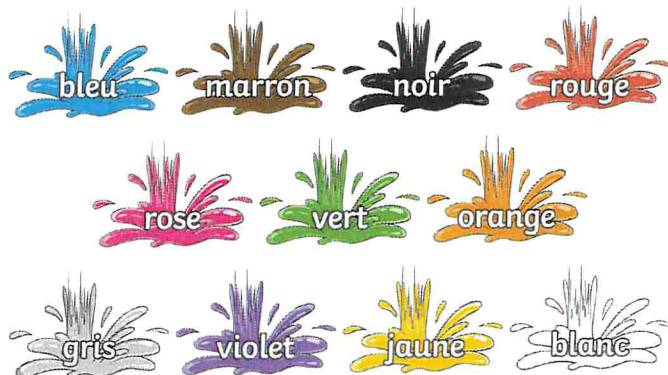
Planets



IMAGES/DIAGRAMS/MAPS



Couleurs



WHAT YOU SHOULD ALREADY KNOW

- Order of the planets in English-linked to our Science lessons on the Solar System.
- Colours in French

KEY KNOWLEDGE

- To understand the order of the planets in French, including the Sun and Moon:

| | |
|-----------|----------|
| le Soleil | the Sun |
| Mercure | Mercury |
| Vénus | Venus |
| a Terre | Earth |
| Mars | Mars |
| Jupiter | Jupiter |
| Saturne | Saturn |
| Uranus | Uranus |
| Neptune | Neptune |
| Pluton | Pluto |
| la Lune | the Moon |

- To be able to describe planets (colour and temperature) and their closeness to the Sun.
- When we use adjectives in French to describe something (a noun), the adjective comes after the noun. This is the opposite to in English : 'une planète froide'.

KEY VOCABULARY

| | |
|-----------|----------|
| le Soleil | the Sun |
| Mercure | Mercury |
| Vénus | Venus |
| a Terre | Earth |
| Mars | Mars |
| Jupiter | Jupiter |
| Saturne | Saturn |
| Uranus | Uranus |
| Neptune | Neptune |
| Pluton | Pluto |
| la Lune | the Moon |

Couleurs



| | |
|----------------|------------------|
| près du Soleil | near to the Sun |
| loin du Soleil | far from the Sun |
| très | very |
| assez | quite |
| chaude | hot |
| froide | cold |

KNOWLEDGE ORGANISER – Year 5 Art

New Forest – The Beauty in Nature



WHAT YOU SHOULD ALREADY KNOW:

- The key forms of art are **drawing, painting, sculpting, collage, printing, textiles** and **photography**.
- That weaving is a technique used in textiles.
- That printing can be achieved by drawing the design into foam.
- A sketchbook is used to record, reflect, evaluate and develop on our own and others' artwork.
- Art is about being creative and expressing ourselves

ARTIST STUDIES:

Nancy Wolff

- A living, American artist
- Textile designer who creates wallpaper, cushions and fabric
- Famous for the texture and pattern within her artwork.



Sarah Pye

- A British, living artist.
- A professional painter.
- Focuses on the beauty and emotion of nature
- Her artwork can be found in a local Hampshire gallery.



KEY KNOWLEDGE AND SKILLS:

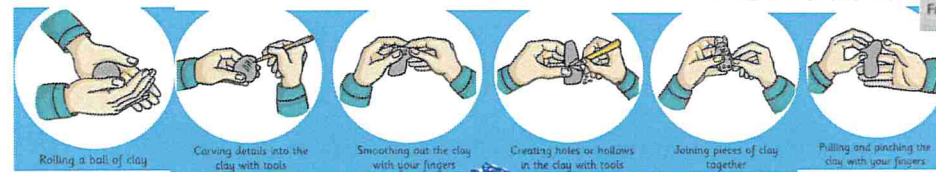
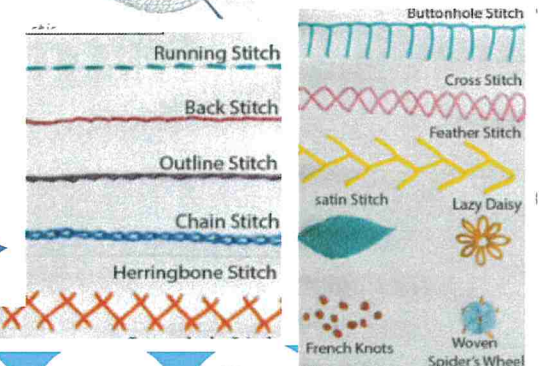
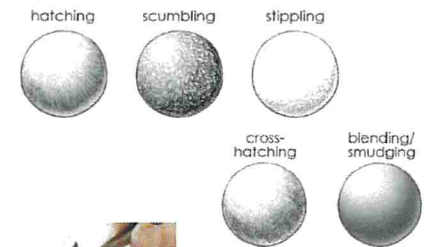
Observational Drawing: Looking closely at the focus and drawing only what can be seen so that your drawing closely resembles what is being drawn.

Nature Printing A printing process, developed in the 18th century that uses plants, animals, rocks and other natural subjects to produce an image.

Textiles: Using fabric to create art.

Applique: Attaching one piece of material to another.

Embroidery and stitch techniques





Knowledge Organiser

Concept - Belonging in Islam

Lead Subject - RE

What You Should Already Know

- People who follow the Islamic faith are called Muslims.
- The Islam holy book is called the Qur'an.
- We all belong to our school community.
- In Islam, the word for God is Allah.
- There are five pillars which are central to the Islamic faith

Key Knowledge - Belonging

- We all belong to different communities.
- Our school community is a shared community which we belong to.
- Belonging is important to people in different ways,

SMSC (Social, Moral, Social and Cultural) Opportunities

Spiritual: opportunities for reflection about their own lives and those of others.

Moral: discussion about the times when they have not included others and what that feels like.

Social: seeing the value of *belonging* to a community and being with others.

Cultural: appreciating the variety of communities across the country that may be similar or different to their own.

Key Knowledge - Belonging in Islam

- There are five pillars which are central to the Islamic faith
- Some examples of the pillars of Islam include Wudu, Shahada and Salat.
- Muslims are read the Shahada at birth to welcome to the faith.
- Some Muslims choose to pray five times a day.
- Muslim prayer often takes place on a prayer mat.
- Prayer mats are decorated to help Muslims remember important information and instructions when praying,
- Prayer mats are purposely made imperfect as it is believed that only Allah can create perfection.

Images/diagrams/maps

Islam



Key Vocabulary

- | | | |
|-------------|-----------|--------------|
| • Belonging | • Shahada | • Prayer mat |
| • Islam | • Prayer | • Mosque |
| • Pillar | • Salat | |



Knowledge Organiser

Concept - Interpretation in Christianity

Lead Subject - RE

What You Should Already Know

- It is believed that Jesus is the son of God.
- The Bible is the core holy text of Christianity.
- The Bible is a collection of different books.
- Christmas is the celebration of Jesus' birth.
- Jesus was born in Bethlehem.

Key Knowledge - Interpretation

- Interpretations of stories can be very different, even though they are based on the same story.
- An interpretation is personal to an individual.
- Different interpretations of stories can alter in the way that they were understood.

SMSC (Social, Moral, Social and Cultural) Opportunities

Spiritual: consider how religions perceive the value of human beings and their relationships with each other and God.

Moral: Explore how society is influenced by beliefs, teachings, sacred texts and religious leaders.

Social: Investigating issues from religious perspectives, recognising diversity of viewpoints.

Cultural: Consider the relationship between religion and culture and how beliefs contribute to cultural identity and practices.

Key Knowledge - Christianity:

- There are two different interpretations of Jesus' birth story in the Bible, in Matthew and Luke].
- Some differences between these stories include the birth location (house and stable), adoration (Magi and shepherds), presence of stars and angels.
- Similarities include geographical locations (moving back to Nazareth) and characters.
- It is commonly believed that these two stories about the birth of Jesus were written many years after the death of Jesus and were not eye witness accounts.

Images/diagrams/maps

Christianity



Key Vocabulary

- | | | |
|--------------|----------------|-------------|
| • Opinion | • Magi | • Prophet |
| • Theologian | • Frankincense | • Census |
| • Messiah | • Myrrh | • Salvation |
| • Gentile | • Jew | |