

Y5 Curriculum Overview

Autumn 1

Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

Writing

This term we will be learning to write a **Narrative** and **Newspaper**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

Maths

This term we will be learning about **Number, Place Value, Addition** and **Subtraction**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

Science

This term we will be learning about **Physics: Forces**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

History

This term we will be learning about the **Anglo-Saxons**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Art

This term we will be learning about **Drawing**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

PSHCE

This term we will be learning about **Being Yourself!**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Computing

This term we will be learning about **Digital Citizenship**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

RE

This term we will be learning about **What does it mean if Christians believe God is holy and loving?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

Believe – Achieve - Succeed

Number and Place Value

Knowledge Organiser

Key Vocabulary

millions

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded

negative number

partition

digit

interval

sequence

linear sequence



Compare and Order

equals

$$26 + 38 = 8 \times 8$$

Both calculations have the value 64.

greater than

$$23\ 873 > 8256$$

The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.

less than

$$901\ 198 < 1\ 091\ 098$$

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

Negative Numbers



Counting in Powers of 10

Counting in 10s

365

375

385

395

405

415

The tens increase until 9 tens becomes one more hundred and 0 tens.

Counting in 10 000s

276 109

286 109

296 109

306 109

The ten thousands increase until 9 ten thousands become one more hundred thousand and 0 ten thousands.

Counting in 100s

2841

2941

3041

3141

3241

3341

The hundreds increase until 9 hundreds becomes one more thousand and 0 hundreds.

Counting in 100 000s

2 972 151

3 072 151

3 172 151

3 272 151

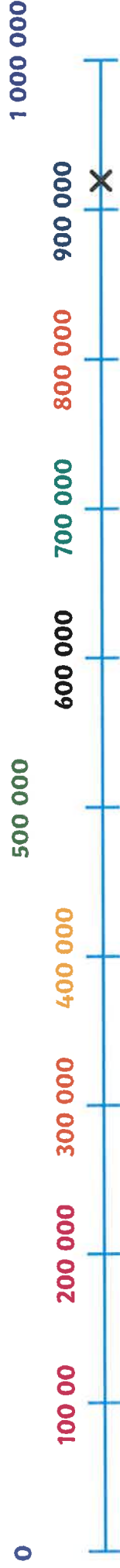
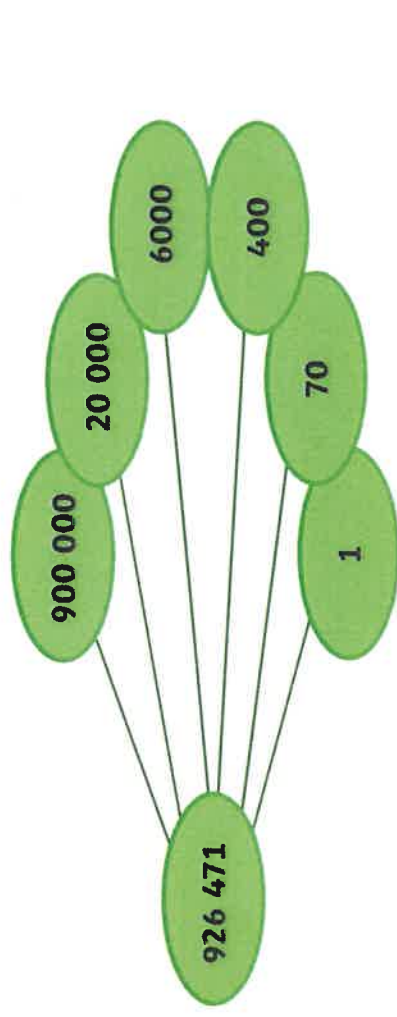
The hundred thousands increase until 9 hundred thousands becomes one more million and 0 hundred thousands.

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



Roman Numerals

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

CCXLVIII = 248 DCCLXXXIV = 784 MMXIX = 2019



Rounding

Rounding to the nearest 10

20	21	22	23	24	25	26	27	28	29	30
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← round down round up →

Rounding to the nearest 1000

2000	2499	2500	3000
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← round down round up →

Rounding to the nearest 100 000

200 000	249 999	250 000	300 000
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← round down round up →

PUNCTUATION, VOCABULARY & GRAMMAR

YEAR 5 KNOWLEDGE ORGANISER

Year 5 Overview

- By the end of Year 5, you should be able to manipulate words using suffixes such as -ise, -ate and -ify, turning them from nouns or adjectives into verbs.
- You should also be able to use verb prefixes (e.g. dis-, mis-, and re-) to change the meaning of words.
- You should be able to use relative pronouns to modify nouns and modal verbs to indicate degrees of possibility.
- You should be aiming to build cohesion, both within and between paragraphs, using cohesive devices and adverbials of time, place and frequency.
- Your writing should become clearer and more detailed, through the precise use of commas and parenthesis.



Vocabulary and Grammar

Converting Nouns or Adjectives into Verbs: There are a number of suffixes that can be used to turn nouns or adjectives into verbs. -ise, -ate, and -ify are three examples.

-ise, e.g. author – authorise, advert – advertise

-ate, e.g. assassin – assassinate, liquid – liquidate

-ify, e.g. class – classify, simple – simplify

Verb Prefixes: dis- is a negative prefix meaning not or none, e.g. in the words disagree, disgrace, distrust & disregard.

re- means again, e.g. in repeat, recreate, or reform.

mis- means wrong, e.g. mistrust or misunderstanding.

de- means remove, e.g. deforestation, decode or declutter.



Word Level

- Relative Clauses: Relative clauses are a type of subordinate clause that modifies or describes a noun. They are created using the relative pronouns 'who', 'which' or 'that'.

e.g. 'That's the boy who lives in the big yellow house,' or 'He lives in London, which is the largest UK city.'



Sentence Level

Degrees of Possibility: Modal verbs show us if something is certain, possible, or impossible. Modal verbs include can, could, may, might, must, should, and will. **Adverbs** (e.g. perhaps, surely and definitely) can also perform this job.



Text Level

Building Cohesion within Paragraphs: Ideas can be connected through the use of cohesive devices. Examples include the use of the words then..., after that..., this..., firstly..., finally... and next...

Adverbials of Time, Place and Number: You can link ideas across paragraphs using adverbials of time (e.g. earlier, later, meanwhile), place (e.g. nearby, outside, miles away) or frequency (sometimes, rarely, often, again).

Punctuation

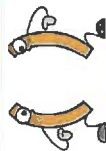
Parenthesis

-Parenthesis is extra or clarifying information added into a sentence that is subordinate. When parenthesis is removed, the sentence still makes sense alone. It is shown using brackets, dashes, or commas.

-An example is: 'My school (King James's Primary Academy) has a strict headteacher.'

-As you can see, the sentence 'My school has a strict headteacher' makes sense on its own.

-The additional detail (the parenthesis) is the name of the school.



Commas

-In addition to separating lists (as you learnt in Year 2), commas can also be used to clarify sentences and avoid ambiguity (making the meaning unclear).

-For example, consider how the sentence meanings below are changed by the commas.

'Bananas, which are grown in hot countries, are delicious.'

'Bananas which are grown in hot countries are delicious.'

-Also, in long sentences, commas can make information easier to process.



Key Terminology

Modal Verb

Relative Pronoun

Relative Clause

Parenthesis

Bracket

Dash

Cohesion

Ambiguity

Subordinate Clause



Big Idea

In Spanish, we are learning new words associated with school this term.
Days of the week and months of the year do not have capital letters in Spanish.

Meses del Año	
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre



Key Re-cap Vocabulary

Conversation buddies

¡Hola!

¡Adiós!

¿Cómo te llamas?

Me llamo _____

¡Hasta pronto!

¿Cómo estás?

Estoy bien.

No estoy bien.

Días de la semana

lunes **Monday**
 martes **Tuesday**
 miércoles **Wednesday**
 jueves **Thursday**
 viernes **Friday**
 sábado **Saturday**
 domingo **Sunday**

1 uno
 2 dos
 3 tres
 4 cuatro
 5 cinco
 6 seis
 7 siete
 8 ocho
 9 nueve
 10 diez
 11 once
 12 doce
 13 trece
 14 catorce
 15 quince
 16 dieciséis
 17 diecisiete
 18 dieciocho
 19 diecinueve
 20 veinte
 21 veintiuno
 22 veintidos
 23 veintitrés
 24 veinticuatro
 25 veinticinco
 26 veintiséis
 27 veintisiete
 28 veintiocho
 29 veintinueve
 30 treinta

Key New Vocabulary

Classroom instructions

Find me	Encuentra
Show me	Enséñame
Listen	Escucha
Repeat	Repite
Sing with me	Canta conmigo
Count with me	Cuenta conmigo
Let's play a game!	Juguemos un juego

Classroom Objects

Silla



Libro



Regla



Pegamento



Goma



Sacapuntas



Mesa



Mochila



Lápiz



Bolígrafo



Tijeras



Lápices de colore





Unit U2.1 What does it mean for Christians to believe that God is holy and loving?

Sticky Knowledge

- ✓ Christians built cathedrals to the glory of God.
- ✓ God is holy, what does this mean?
- ✓ How do beliefs about God make believers act and behave?

Big Idea

What somebody believes impacts upon their behaviour.
 What are your values?
 How do they make you behave?



Vocabulary

Omnipotent : God is all powerful.
Omnipresent: God is all around us.
Omnibenevolent: God is all loving.
Cathedral: Important church where the bishop lives.

Important facts to know by the end of this topic:

- Christians believe God is all powerful (omnipotent).
- Christians believe God is everywhere. (omnipresent)
- Christians believe God is all loving. (omnibenevolent)



Sticky Knowledge

- ✓ I know I am individual, unique and when I achieve something, I feel proud.
- ✓ I need to make positive choices to make sure I do the right thing.
- ✓ I may get led into tricky situations and need to have my own opinions and not respond to peer pressure.
- ✓ If I make a mistake, I can always make it right.



Key Questions

Tell me something you are proud of?

If you made a mistake, how can you make things right?

Can you tell a time that you had a different opinion to someone else?



Vocabulary

Individuality- The character of a person that sets them aside from others

Peer pressure Influence from your friends or people around you

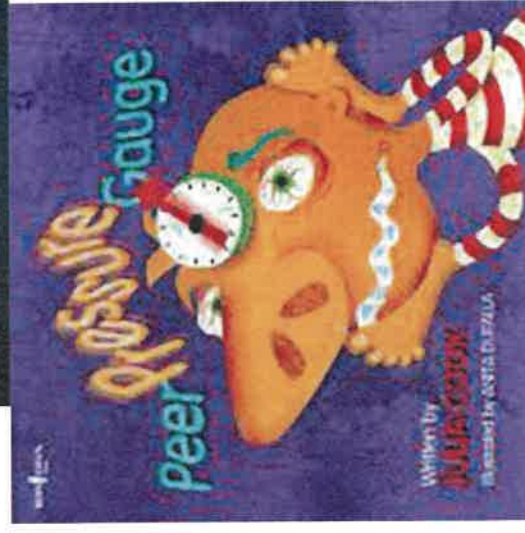
Resolution To fix something or make it right

Tricky situation- A difficult time that is happening. One where you need to think carefully about the right decision.

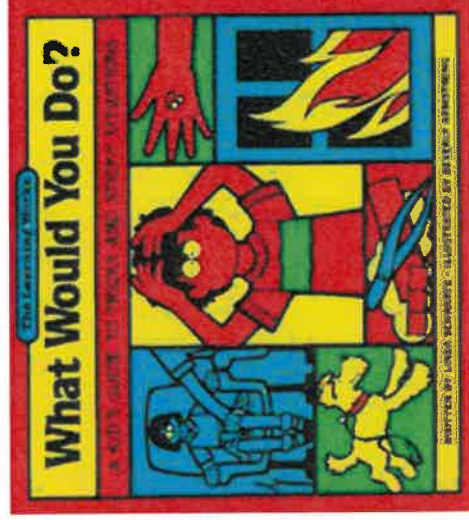
Fight or flight- A response when in a difficult situation, you may just run away or stay and “have your say”

Opinion- A view about something which may not be based on facts

Manage feelings- The ability to be open to feelings and control them in yourself and see them in others.



Exciting Books



Key Knowledge

- ✓ The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes.
- ✓ They name 'Angles' eventually became 'English' and their land became 'England'.
- ✓ They came to Britain from across the North Sea in the middle of the 5th century.
- ✓ For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land.
- ✓ The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- ✓ The Anglo-Saxon period ended when the Normans conquered Britain in 1066.
- ✓ In 871 AD, Alfred became king of Wessex, later becoming known as Alfred the Great.

Where did they come from?

The Romans left Britain in 410 due to fierce tribes attacking Italy and every soldier was needed back at home to defend the country. Without an army of its own, it left the country vulnerable to attackers. The Anglo-Saxons came from Denmark, Netherlands and northern Germany across the North Sea in wooden boats. They conquered England but failed to conquer Scotland, Wales and Cornwall (an area of south-west England).

Key Events

Anglo-Saxons raid English shores are beaten back by the Romans

Arrival of Anglo-Saxons from Denmark, Germany & the Netherlands

Britain is divided into 7 Anglo-Saxon Kingdoms

St Augustine bring Christianity to Britain from Rome

First record Viking Attack

350 AD

449-550 AD

556 AD

597 AD

789 AD

Concepts



Community & culture - settlement

Disciplinary Concepts



Change & continuity



Similarity & difference

Big Idea

The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity.

The Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.

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Vocabulary

Archaeologist: People who work out our history by looking at artefacts that have been found.

Anglo-Saxon kingdoms: During their time in Britain the Anglo-Saxons formed many kingdoms.

Shires: Saxon lands were divided into shires, which helped to make up the counties we have today

Shire reeve: The peace officer of a shire, later known as 'sheriff'.

Thane: An important Anglo-Saxon person.

Legacy: Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.

Wessex: Known today as Dorset, Hampshire, Somerset and Wiltshire.

Witan or witenagemot: A council that helped the Saxon king rule.

Wergild: A fine imposed for stealing or killing.

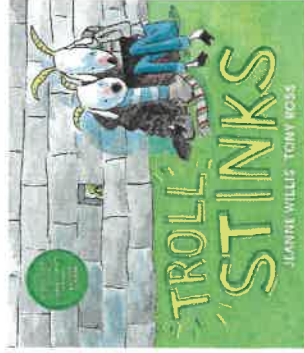
Mercia: Known today as East Anglia, Essex, Kent and Sussex.

Year 5 – Digital Citizenship

Sticky Knowledge:

- ✓ I can talk about my digital footprint.
- ✓ I can demonstrate responsible choices about my online identity.
- ✓ I can explain how identity online can be copied or altered.
- ✓ I can explain how someone can get help and identify when to tell a trusted adult.
- ✓ I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.
- ✓ I can describe how online bullying can be different to bullying in the physical world.
- ✓ I can describe the helpline services which can help people experiencing bullying, and how to access them.
- ✓ I can describe ways technology can affect health and well-being both positively and negatively.
- ✓ I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
- ✓ I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

Our linked text



Troll Stinks
by
Jeanne Willis

Big Idea:

I can understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration. I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. I can identify a range of ways to report concerns about content and contact.

The Butterfly Feeling



What is the butterfly feeling?

- When I get the butterfly feeling, I will...
- **SAVE** the evidence of what is making me uncomfortable.
 - **REPORT** and **BLOCK** using the game/website tools.
 - **TELL** a trusted adult.

Vocabulary

Digital citizen:

A person who uses technology and the internet responsibly.

World wide web:

The part of the internet that contains websites.

Health and wellbeing:

Being comfortable, safe and healthy.

Digital footprint:

The trail of information you leave behind when you use the internet.

Online bullying:

Repeated unkind behaviour that is carried out through the use of online devices.

Online reputation:

What other people think of you based on what you do and say online.

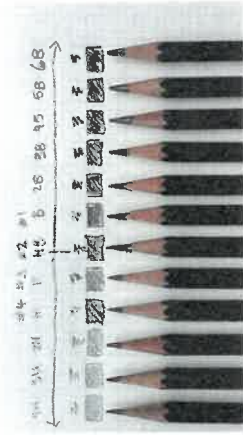
Self image:

The idea you have about your own abilities, appearance and personality.

Identity:

The things that make a person who they are.

Drawing



A B grade means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade means the core has more clay, and will make a lighter, finer line, and will be less muddy than a dark pencil.



Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.

Texture is the way something feels to the touch or looks as if it may feel if it were touched.

"**Value**" simply means how light or dark something is.

Artist Study

Vincent Van Gogh

Vincent van Gogh was born in the Netherlands, on 30th March 1853.

Van Gogh started to work on drawings from an early age. He started to paint with oil paints in 1883.

He was only 37 years old when he died.

He only sold one painting while he was alive, *The Red Vineyard*.

Today Vincent Van Gogh is one of the most famous artists in the world and his work changes hands for millions of dollars.



Vocabulary

depth: the condition or quality of being deep.

mood: the way a person feels at a certain time.

enhance: to improve or add to the quality, value, or attractiveness of.



Year 5: Science Knowledge Organiser – Forces (Physics)

Sticky Knowledge

- ✓ Gravity pulls objects that are the same shape downwards at the same speed, even if one is heavier than the other.
- ✓ Without friction we would not be able to walk. We move forwards by pushing our supporting feet backwards. This is why we slip on smooth surfaces such as ice.
- ✓ Buoyancy is the ability of an object to float. Heavy ships float because they are less dense than that water due to pockets of air inside them.

Learning Components:

- I know that forces push or pull and that gravity is a force which pulls objects towards their centres of mass.
- I know what friction is and that it slows objects down and creates heat.
- I know what air and water resistance are and that they slow down movement. Example: A large parachute falls slower than a small parachute.
- I know that levers are simple machines which can be used to move objects easier.
- I know that pulleys are simple machines which can be used to make lifting objects easier.
- I know who Isaac Newton was and that he contributed towards our understanding of forces, gravity and light.

Galileo Galilei (1564-1642)



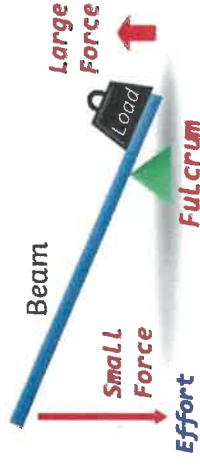
- ✓ Galileo Galilei was an Italian scientist.
- ✓ He discovered that when you drop two objects of different masses but of similar shape and size, they fall at the same rate.
- ✓ He is said to have dropped objects from the Leaning Tower of Pisa to show this.
- ✓ His understanding of gravity helped prove our model of the Solar System.
- ✓ Galileo created modern telescopes and mapped the Moon and discovered the four largest of Jupiter's moons (Galilean Moons).

Big Idea

Forces can move objects, change their direction of travel and their shape. Forces are pushes and pulls and can be contact forces such as friction or non-contact forces such as gravity. Friction, air and water resistance can slow the movement of objects. Simple machines such as gears, levers and pulleys can transform the direction and strength of forces. Forces are measured in Newtons (N).

Levers:

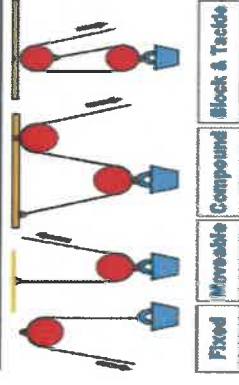
How Does a Lever Work?



The longer the beam, the less force is needed to lift the object.

Pulleys:

Types of Pulleys



Pulleys are wheels on axils which when arranged in different ways can make lifting heavy loads easier. The trade off is the lighter the load, the longer the pull length becomes.

Vocabulary

Force: The strength of a physical action or movement measured in Newtons (N).

Gravity: Gravity is a force which tries to pull two objects toward each other.



Air Resistance: Air resistance is a type of friction between air and another material. For example, when an aeroplane flies through the air or a parachute falls to Earth.



Water Resistance: If you go swimming, there is friction between your skin and the water particles, making it harder to move.



Simple Machines: Devices that change the direction or size of forces. These include gears, levers and pulleys. When combined, they form mechanisms.

Levers: A lever can be described as a long rigid body with a fulcrum along its length.

Pulleys: Pulley is a simple machine and comprises of a wheel on a fixed axle, with a groove along the edges to guide a rope or cable. They are used to lift heavy objects more easily.

Gears: Gears are wheels with teeth that slot together. When one gear is turned the other one turns as well, but in the opposite direction. Smaller gears turn more quickly than larger gears.

Friction: Friction is a force between two surfaces that are sliding, or trying to slide, across each other.

