



Art Knowledge Organiser

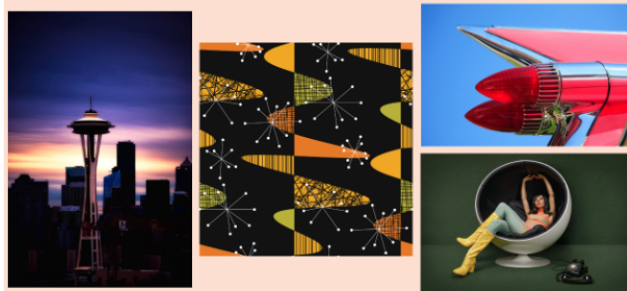
Year 5 Autumn 1

Drawing

Key vocabulary

Collagraphy	A printmaking process that uses textures to create interesting surfaces within a print.
Decision	After taking different things into account you come to a conclusion.
Futuristic	An object or image that looks like it is from the future.
Imagery	A collection of visual images.
Propaganda	Information, that may be misleading, to promote an often political cause.
Purpose	The reason for something being created.
Retrofuturism	A vision of what the future might look like created in the pre-1960s.
Technique	Applying a particular method of making something.

Impact of the Space Race on art and design



Retrofuturism



Art produced between 1950-1960 that depicted what people imagined the future would look like.

Credit: Look and Learn/Bridgeman Images

What was the space race?

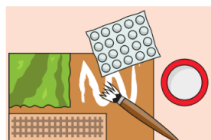


During the 1950s and 1960s, the United States of America and the Soviet Union were competing for supremacy in many areas, including competing to explore space.

Making a collagraphy printing plate

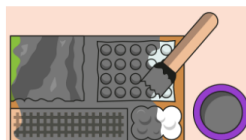
Step 1

Glue the different textures to your flat cardboard plate.
Top tip!
It must be allowed to dry completely before you use it.



Step 2

Completely cover your plate with printing ink. Use a thick brush to get into all the gaps. Make sure the ink is evenly applied.



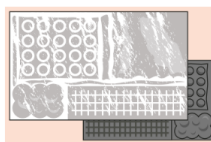
Step 3

Place your inked plate onto your paper and press firmly all over. You can use a dry roller to do [this](#).
Top tip!
Work from top to bottom to smooth over the entire plate.



Step 4

Peel the paper away from the printing plate to reveal your print!





Art Knowledge Organiser

Year 5 Autumn 1

Painting and Mixed Media

Key vocabulary

Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identify	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression

Artists

Chilia Kumari Singh Burman
Vincent van Gogh
Frida Kahlo
Sonia Boyce
Njideka Akunyili Crosby



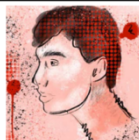
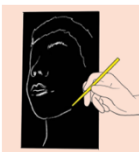
Mixed media artwork uses a combination of different materials.

Add contrast with a background


Collage

Wash of paint

Match the materials you choose to the effect you want to create

		
Dreamy	Relaxed and happy	Bold
Creating a monoprint		
		



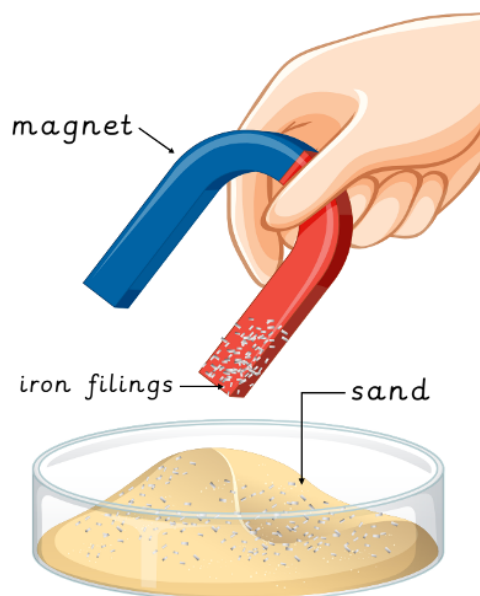
Science Knowledge Organiser

Year 5 Autumn 1

Materials: Mixtures and Separation

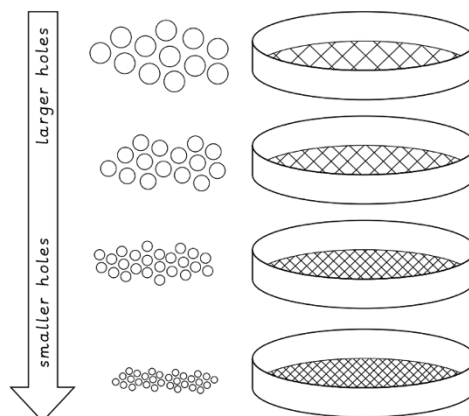
Mixtures: a **mixture** forms when two or more substances are mixed and remain present. The different parts of a mixture can be separated. Some examples are air, sand, gunpowder, fizzy drinks, soil and seawater.

Filtering: used to separate mixtures containing a liquid and undissolved solids, such as sand and water. The mixture passes through a **filter** or **filter paper**. The gaps in the filter are small enough to let the liquid through but not the solid.



Magnets: used to separate mixtures of solids where the particles are similar sizes (so sieving is not practical) and one of the substances is **magnetic**, such as iron.

Sieving: used to separate mixtures of solids which are different sizes, such as soil. A series of **sieves** with increasingly small holes separate out the particles from largest to smallest.





Science Knowledge Organiser

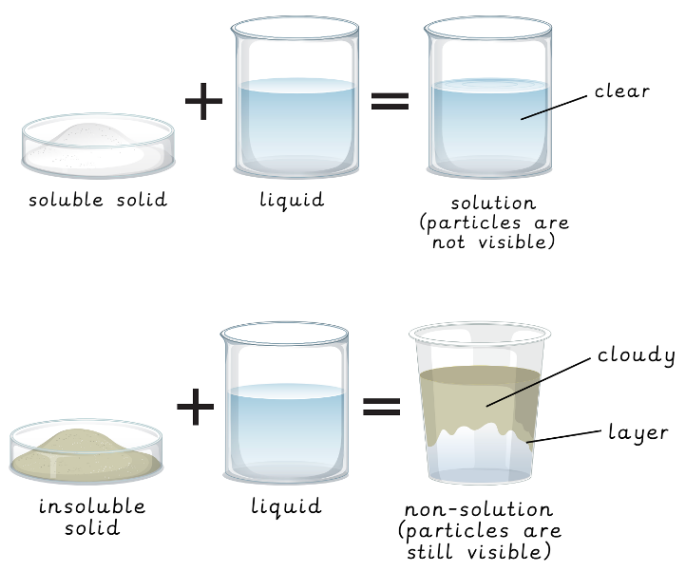
Year 5 Autumn 1

Materials: Mixtures and Separation



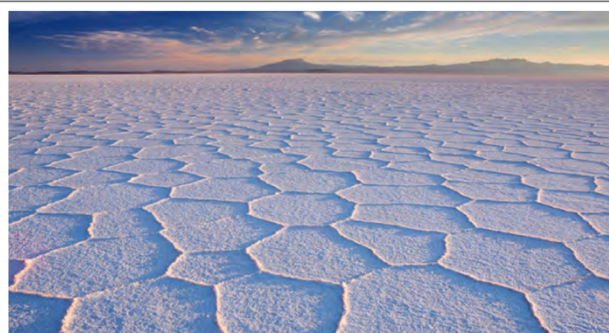
sand under a microscope

Solutions: some substances can **dissolve** in a liquid to make a **solution**. Dissolving is when a substance spreads evenly throughout a liquid. Some examples of substances that are **soluble** (will dissolve) in water are: salt, sugar and tea. Some examples of substances that are **insoluble** (will not dissolve) in water are: sand and flour.



Factors affecting dissolving:

- Stirring decreases the time taken to dissolve.
- Smaller pieces of the soluble solid (e.g. loose sugar granules) will dissolve faster than larger pieces (e.g. a sugar cube).
- If the liquid is warmer, the solid will dissolve faster.
- Some solids are more soluble than others. For example, sugar is more soluble in water than salt and will dissolve faster.
- If a solid will not dissolve in water, it may dissolve in another liquid, such as alcohol.



Evaporation: separates solutions. The solution is heated until the liquid evaporates. The dissolved substance will **crystallise** as the liquid **evaporates**. Salt flats form because of evaporation.



Geography Knowledge Organiser

Year 5 Autumn 1

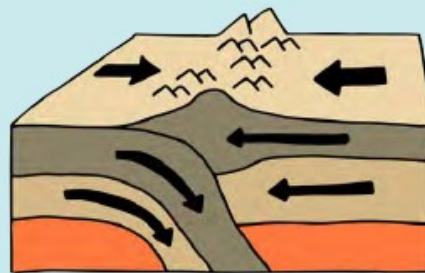
Map of Europe



World map



Popular activities in the Alps include skiing, hiking and sightseeing



Alpine mountains are fold mountains. They were formed when two tectonic plates pushed together and the ground was forced upwards.



Climate

Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.



Mont Blanc is the highest mountain in the Alps.

leisure

The use of free time for enjoyment.

tourist

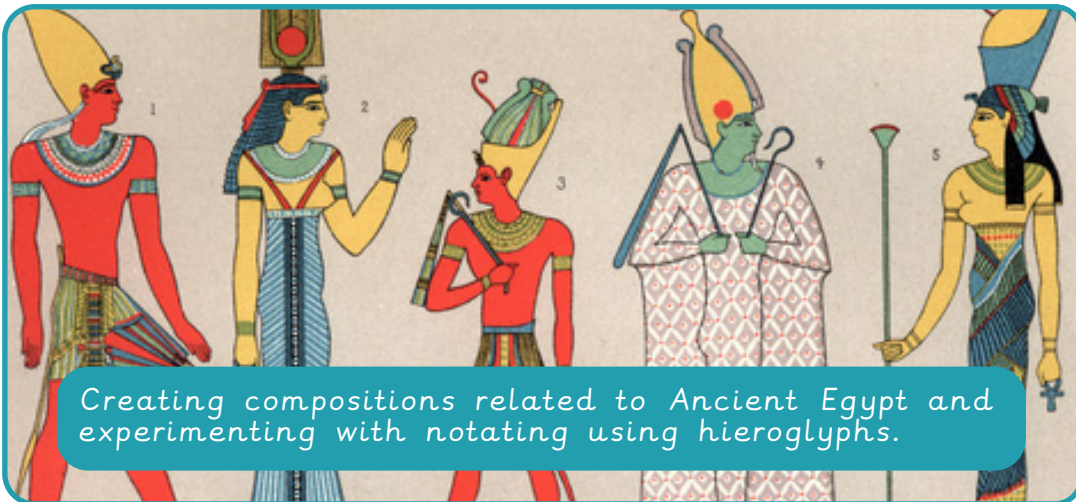
A person who travels to a place for pleasure.

tourism

Travel for pleasure in which people visit places of interest.

Year 5: Egyptians

Musical feature: Composition notation



Vocabulary

Melody The combination of pitch and rhythm which forms a tune.

Improvising Making up music as it is played or performed.

Notation Written symbols used to represent music.

Motif A short musical phrase that is often repeated.

Call and response A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.

Unison Playing or singing notes at the same pitch at the same time.

Verse A repeated section of a song that usually features new lyrics on each repetition.

Structure

The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

Major

A tonality where the music sounds happy or bright.

Minor

A tonality where the music sounds sad or tense.

Tempo

The speed or pace of the music.

Ensemble

A group of people who perform instrumental or vocal music.

Notation

Staff notation

Quaver		Half	$\frac{1}{2}$	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

Letter notation



1 Introduce yourself.

Je m'appelle _____

J'ai ____ ans

J'habite à _____

2 Do you have a pet?

J'ai...



I have...



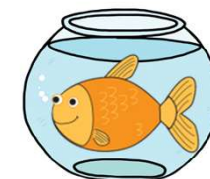
un chien



un lapin



un oiseau



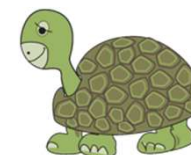
un poisson rouge



un chat



une souris



une tortue



un hamster

3 What are they called?

qui s'appelle...



that is called...

4 Use a conjunction.

mais



but...

et



and...

5 Which animals don't you have?

Je n'ai pas de...



chien



lapin



poisson
rouge



hamster



chat



oiseau



souris



tortue

Prior Learning & this unit: Throughout all lessons children have been encouraged to be a mini coach- this is to help support their classmates in various activities across the PE curriculum. This unit will develop the children leadership skills through a variety of games and activities.

Key Skills

Physical Me

Throw	Agility
Catch	Balance
Dodge	Co-ordination
Run	Jump

Value Me

- Teamwork
- Leadership
- Kindness
- Responsibility
- Self Belief
- Fair play
- Sportsmanship

Social Me

- Co-operation
- Organisation
- Good listener
- Caring for others
- Encouraging others
- Supporting other
- Collaborate
- Communicate

Thinking Me

- How can I organise activities?
- Problem solving
- How can I adapt an activity?

Key Vocabulary

Communication

Leader

STEP

Confidence

Safety

Task

Organise

Create

Collaborate

Key Knowledge

STEP Principle

S= Space What space you have? Can you make it bigger or smaller? Is it safe?

T= Task What task are you doing? How long will it be? can you make the task easier or harder? Can change the rules? Is it safe

E= Equipment What equipment you will need? Can you modify the equipment by changing the amount you use? Can you change type of equipment and how you organise it? Is it safe?

P= People How many people to you need in your game? How can you organise people into a group? Are they safe?



Play Leader

Play Leaders are a group caring children who have been trained to organise activities for other children on the playground.

They encourage children to join in games and to extend their friendships.

It is important for Play Leaders to know the STEP principle to help when organising activities and to most of all have FUN while being a Leader!

Prior Learning: In Year 4, children continued to develop their skills including how to control a ball with different surfaces (inside, outside and sole of the foot). They recapped how to safely tackle and how to strike a ball effectively when shooting. They recapped a variety of turns that could be used when dribbling at an opponent (inside, outside hook and drag back). Children played small-sided games and focused on displaying the correct attitude and fair play.

Physical Me

Kicking **Agility**

Running **Balance**

Speed **Co-ordination**

Strength **Throw (in)**

Reaction

Key Skills

Thinking Me

- Select and apply my skills
- Evaluate performance

Social Me

- Helping others
- Accepting and embracing rules

Value Me

- Fairness
- Resilience



Key Knowledge

Attacking key point:

1. Spread out when your goalkeeper has the ball
2. When a player in your team has the ball, move into space and be an option for them to pass to
3. Pass to feet when possible – if not, into a space for a teammate
4. Show your dribbling skills when you think it's a good time to dribble

Defending key points

1. Nearest player to the ball go to try and tackle
2. Work as a team to win the ball back
3. Fair tackles only (no sliding tackles)

Lofted Pass- Strike the ball to lift it over a players head. Is used for a longer distance pass.

Football Rules:

No of players in a team:

Maximum 7 on pitch at a time

Size of ball:

Size 3 football

Start of Game:

Teams will be told which way they are shooting at start of game

- Start in the centre of the pitch with a kick off

A goal cannot be scored directly from a start or restart of play.

Out of play:

If the ball goes off the pitch (Touchline) it is a throw in.

If the ball goes off at the goal line:

By attacking team - it is a goal kick
By defending team - it is a corner

Tackling:

No slide tackles



Key Vocabulary

Possession

Communicate

Block

Lofted pass

Body Position

Technique

Interceptors

Evaluate

Performance