



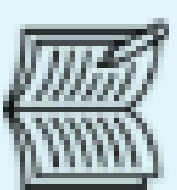
KNOWLEDGE ORGANISERS YEAR 5

Badgers - Summer 1 - Curriculum Plan

English

In English, we will be studying the Lizzie and Belle Mysteries where we will be writing a Biography of Ignatius Sanchez.

We will also be studying Rumours (a fairytale) and will be writing their own prequels.



RE

Our RE Topic is titled 'Creation and science: conflicting or complementary?'. It engages pupils in a thoughtful exploration of the relationship between religious belief and scientific understanding.

Science

We are focusing on Evolution and Inheritance. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin.



Designers

As designers we will be creating electronic doodlers and learning about circuits. Our electronic doodlers will help us draw pictures.



Musicians

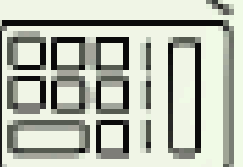
We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.



Maths

In Badgers, we will be focusing on using our knowledge in different areas of the curriculum such as area and perimeter or measures.

We will continue to practice our arithmetic through morning starters.



Geography

In Geography we will be learning about 'Where does our energy come from?'. Children will learn about renewable and non-renewable energy sources. We will end with a fieldwork enquiry on the best places to put solar panels on the school grounds.



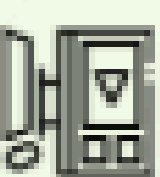
PSHE

The children will learn about economic wellbeing. They will develop an understanding of income and expenditure as well as borrowing. We will be looking at different careers and considering different routes.



Computing

We will be delving into the world of AI. We will be exploring AI and how it generates text, images and codes, as well as learning about creating and refining prompts to improve AI.



French

The Badgers will be learning about clothes. They will be using previous learning on colours to develop into simple conversations.




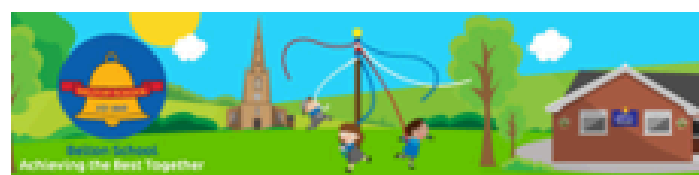
English



Year 5 Biography

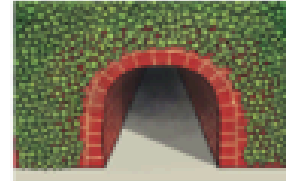



What should I already know?	Diagrams/WAGOLL	Vocabulary																										
<p>An introduction that summarises main events</p> <ul style="list-style-type: none"> Write in chronological order Verbs are written in past tense Know how to write in third person Know how to write a conclusion Know to use adverbials Know to make sure the text has cohesion 	<p>Who Was Mary Seacole?</p> <p>Mary Seacole (born Mary Grant) was a British-Jamaican woman who became famous in the 19th century as 'Mother Seacole' due to her work caring for injured soldiers in the Crimean War.</p> <p>Mary's Early Life</p> <p>Mary Anne Grant was born in 1805 in Kingston, Jamaica. Her father was a Scottish soldier and her mother was a well-known Jamaican 'doctress', who treated people using herbal remedies (such as aloe vera and ginger). Mary also had two siblings, Edward and Louisa.</p> <p>As a child, Mary was fascinated by her mother's work and practised the skills she learned using dolls and pets as patients. By the age of 12, she was helping her mother as a nurse. Because of her father's connections, she was also able to travel twice to visit England in her teens and this made her quite unusual for a black person at that time.</p> <p>When she was 31, Mary married a naval officer called Edwin Horatio Seacole. She was a good businesswoman and together they ran a successful store. Unfortunately, her husband died only eight years later. In 1853, she went to Panama, where her brother lived, and opened a hotel for the gold miners there. She continued to look after ill people and even risked her own life to care for the victims of an illness called cholera.</p> 	<table border="1"> <tr><td>Title</td><td>The name of the piece of work.</td></tr> <tr><td>Heading</td><td>Another name for title.</td></tr> <tr><td>Sub-heading</td><td>Smaller titles in the piece of writing which gives the reader information about that piece of text.</td></tr> <tr><td>introduction</td><td>Gives the reader a small piece of information about the text.</td></tr> <tr><td>chronological</td><td>In time order</td></tr> <tr><td>achievements</td><td>Things that someone has accomplished</td></tr> <tr><td>biography</td><td>Written account of someone's life</td></tr> <tr><td>summary</td><td>A brief statement about the main points</td></tr> <tr><td>Paragraph</td><td>A distinct section of writing, dealing with one theme/subject</td></tr> <tr><td>facts</td><td>True events</td></tr> <tr><td>Past tense</td><td>Happened in the past often verbs end in 'ed'</td></tr> <tr><td>Third person</td><td>He, she, they</td></tr> <tr><td>Conclusion</td><td>The end of a text</td></tr> </table> <p>Biography writing Skills</p> <ul style="list-style-type: none"> Research/gather facts about the topic Write in full sentences Improve punctuation Produce well written biographies 	Title	The name of the piece of work.	Heading	Another name for title.	Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.	introduction	Gives the reader a small piece of information about the text.	chronological	In time order	achievements	Things that someone has accomplished	biography	Written account of someone's life	summary	A brief statement about the main points	Paragraph	A distinct section of writing, dealing with one theme/subject	facts	True events	Past tense	Happened in the past often verbs end in 'ed'	Third person	He, she, they	Conclusion	The end of a text
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<p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> Use an introduction that summarises the main events of the person's life Information about the key events in the person's life in chronological paragraphs To include about achievements, influences etc Know that biographies are past tense That biographies are written in third person A conclusion about how they are/will be remembered To be able to include all appropriate requirements from the year 5 banding sheet for writing 	<p>The Crimean War</p> <p>The Crimean War began in 1854. Mary was determined to help the soldiers so she travelled to London and offered to go with Florence Nightingale's nurses. However, this was a time of racial prejudice, which meant that black people were not allowed to do certain things. The government refused to co-operate with her, probably because of racial narrow-mindedness.</p> <p>Instead, Mary and Thomas Day (a family friend) went to Crimea together taking medicines and stores. There they set up the 'British Hotel', which was a simple building that provided medicine and hot food to fortify the soldiers. Additionally, she sold clothing and blankets to make them comfortable. Unlike Florence Nightingale, Mary Seacole treated the soldiers' injuries even in the thick of the fighting. They called her 'Mother Seacole' because she was so kind. She said in her autobiography, "It was the grateful words and smiles which rewarded me."</p> <p>Mary's Old Age</p> <p>At the end of the war in 1856, Mary returned to England with very little money. However, veteran soldiers started a campaign to help her and she was therefore able to live comfortably until her death on 14th May, 1881. Some people have criticised her fame because she was not a real nurse like Florence Nightingale but she must be regarded nowadays as an excellent role model for doing good work in difficult and dangerous situations.</p>																											


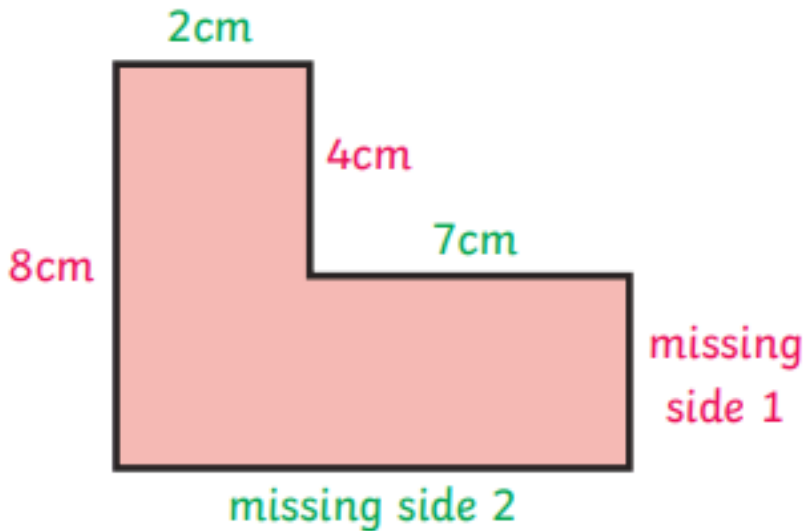
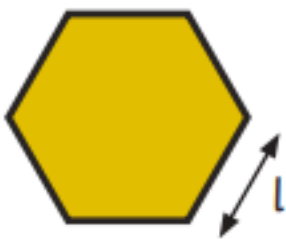




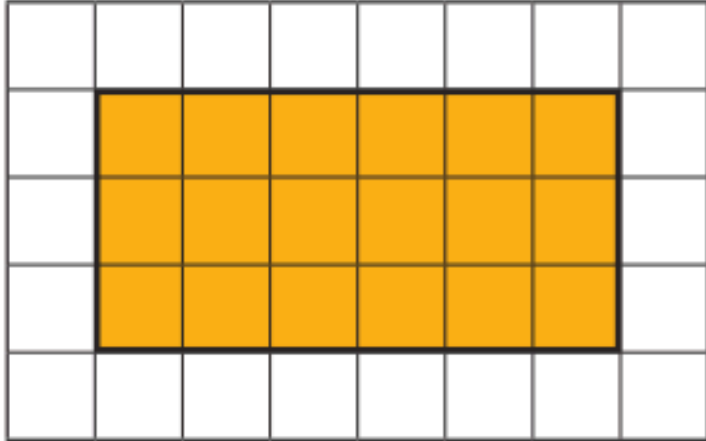

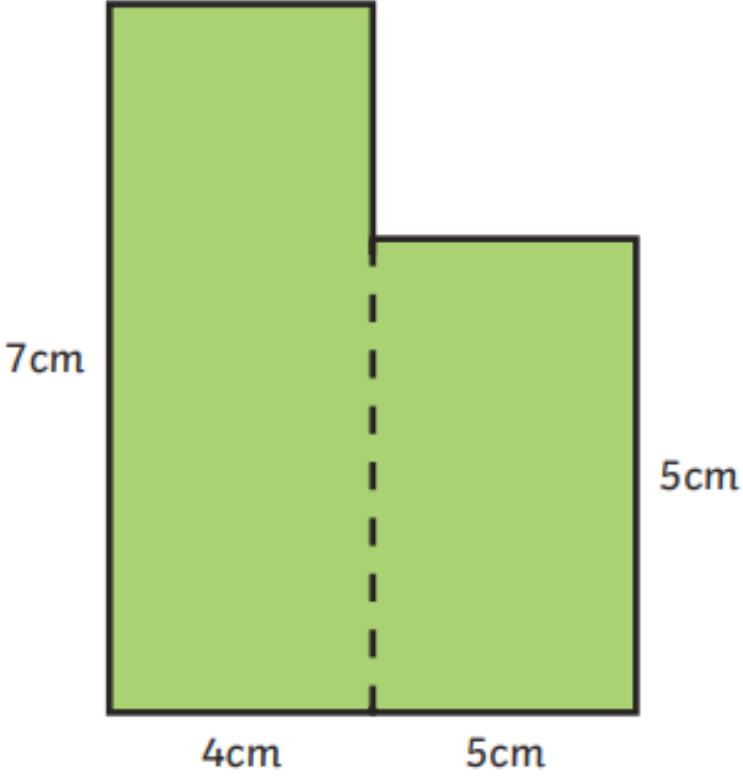
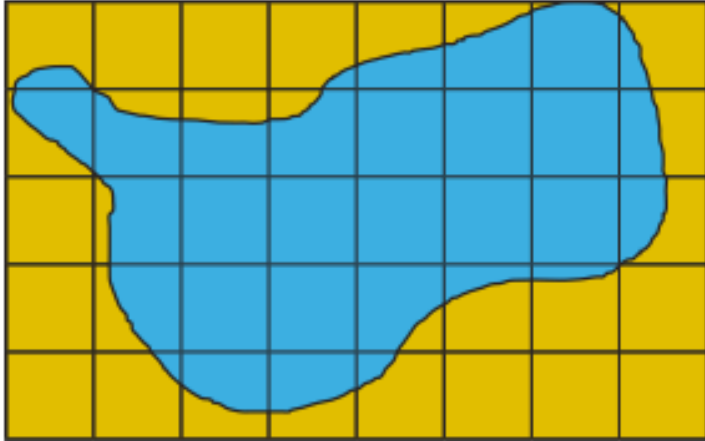

Year 5 Narrative


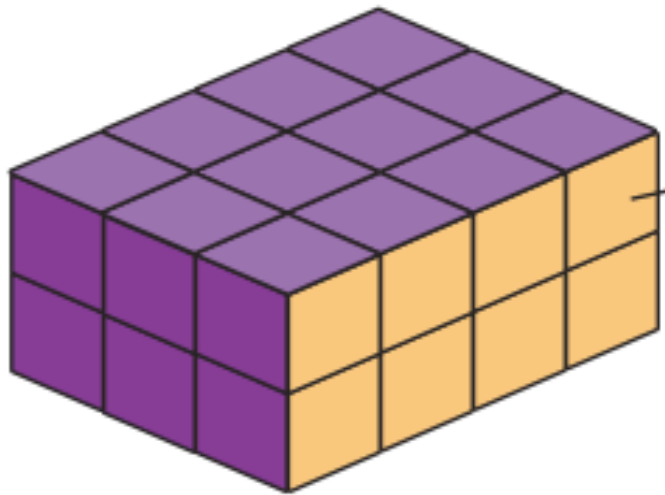


What should I already know?	Diagrams/WAGOLL	Vocabulary																				
<ul style="list-style-type: none"> To know to organise work into paragraphs around a theme To create settings, characters and a plot To know to use nouns and pronouns appropriately To know to use expanded noun phrases to add more detail To know to include dialogue To know to use ambitious vocabulary To know to include a range of year 3 and 4 punctuation and grammar To know that your writing should interest the reader Include a title Include a beginning, a build up, a dilemma, a resolution and include an ending <p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> Include an interesting Include a beginning which sets the scene and introduces the characters Include a build-up – make tension and suspense Include a dilemma Include a resolution Include an ending Introduce speech between characters Vary length of sentences for effect To be able to include all the appropriate requirements from the year 5 banding sheet 	<p>The Twins' Tunnel Trouble</p> <p>Some twins are the best of friends, whilst others (like Susie and Patrick) were perhaps more like the worst of enemies! Susie was a lively, adventurous girl with a wild imagination, who would always be off outdoors leading adventures and misbehaving. Patrick was the complete opposite and was a quiet, shy boy, who liked to keep his imagination fixed on the books he read and the drawings he created. Often, people were amazed that they were even related! Susie's favourite pastime was to pester, annoy and criticise her brother. She would hunt for spiders to put in Patrick's hair to make him cry, jump out from a hiding place when he was least expecting it and deliberately destroy his favourite books and paintings. When things like this happened, Patrick would scream until he was blue in the face and they would most likely end up in a heap on the floor fighting like cat and dog. Dad was sick of having to disentangle them. Would they ever learn to get along?</p> <p>One morning during the summer holidays, Susie and Patrick were in the middle of a particularly nasty disagreement over which TV channel they wanted to watch. "Stop it at once!" roared Dad. His face was like a raging bull. He breathed heavily as his twins' behaviour would often horrify him. Since they had never seen dad so furious before, the children stood bolt upright. Dad, who didn't know how much more of this horrendous behaviour he could tolerate, told both of them to go and play outside immediately. "Can't you try to find some common ground where you could at least pretend to get along?" pleaded Dad.</p> <p>Seconds later, Susie headed out of the door like an adventurer off to explore new worlds. She had been pestering to be allowed to go outside all day anyway. "Pigs might fly before we ever like each other," muttered Patrick as he reluctantly picked up his coat and trudged out into the garden.</p> <p>Once outside, Patrick called out to Susie, "Where are you? Are we going to at least try?" "Grrrrrrrrrr!" roared Susie as she jumped out at him from behind a rubbish bin. After his fright, Patrick stared at her twin sister with intense hatred and he knew instantly there was no point in them trying to make friends and find something in common – like dad had suggested – because they were as different as chalk and cheese! He was so engrossed in his thoughts that he hadn't even noticed Susie run off out of their backyard and, not wanting to be left alone, he knew he better follow her.</p> <p>When he had caught up, he found Susie peering into a dark, brick-red tunnel with no light coming from the other side. "Let's go, scaredy cat!" called Susie before he rapidly disappeared into the tunnel. Patrick froze in horror. He wasn't scared but he definitely wasn't going to follow his stupid sister, he told himself. However, it was starting to get dark and Patrick was scared of being left alone. Resentfully, the young boy entered into the pitch-black passage way. Inside the tunnel, Patrick felt the sides of the cold, damp stone walls to guide his way. Slowly, he led his way towards a small glimmer of light at the other end. As Patrick's eyes gradually adjusted to the brightness, he could just make out a crystal white sky with towering pine trees overhead. What was this place and how had he got here? He tiptoed into the icy wonderland and felt the crisp, white snow crunch under his feet. His new environment was truly magical but little did Patrick know, it was all about to change.</p> <p>Without warning, the sun disappeared behind a nearby mountain and an icy chill ran down Patrick's spine. Dark shadows appeared to dance in front of his eyes. Suddenly, he felt very alone and desperate. Where was his sister when he needed her? "Ahh-woooooo!"</p> <p>A loud, howling noise filled the bitter air. Instantly, Patrick knew that that wasn't the sound of Susie about to jump out on him, but actually the sound of a hungry wolf about to pounce. Patrick ran for his life. Frantically, he searched to find his twin. Out of the corner of his eye, he spotted a trail of snowy footprints, which led him to a sign that read "The Arctic Witch's Garden". Beyond the gate, Patrick saw a mysterious array of eerie ice sculptures. He noticed one particularly familiar-looking statue... it was Susie! What had happened? Would she be frozen like that forever?</p> <p>Instinctively, he ran towards her and flung his arms around her tightly. Although they fought, he loved her really. She was his sister after all! He began to sob uncontrollably at the thought of losing her. With tears rolling down his face, Patrick suddenly began to feel warmer. It was then that he realised that the chunk of ice containing his sister had thawed and there she was in the flesh! "About time bro!" joked Susie. "Now, we must run before that ghostly witch comes back and turns us both into human icicles!"</p> <p>The two children sped from the frosted land as fast as their little legs would carry them with Susie clasping Patrick's hand all the way back through the peculiar tunnel.</p> <p>As they finally flopped down on the living room sofa, Susie gave Patrick a hug and thanked him for saving her. From that day on, Susie didn't try to scare Patrick anymore and she learned to respect his belongings. As for Patrick, he didn't stay indoors all the time anymore and he actually enjoyed going on outdoor adventures with his sister. If they stuck together as a team, they knew that they could tackle anything. However, they never risked another trip down the tunnel to the icy world of the Arctic Witch!</p>  	<table border="1"> <tr><td>Title</td><td>The name of the piece of work.</td></tr> <tr><td>Narrative</td><td>story</td></tr> <tr><td>Sub-heading</td><td>Smaller titles in the piece of writing which gives the reader information about that piece of text.</td></tr> <tr><td>Fiction</td><td>Not real, imaginary</td></tr> <tr><td>Atmosphere</td><td>Tone or mood</td></tr> <tr><td>Dilemma</td><td>Problem</td></tr> <tr><td>Resolution</td><td>Solving a problem</td></tr> <tr><td>Dialogue</td><td>Speech using inverted commas</td></tr> <tr><td>Clauses</td><td>Main clause – makes sense in its own Subordinate clause – doesn't make sense on its own</td></tr> <tr><td>Genre</td><td>Style or category e.g. Adventure Sci-fi Horror Romance etc.</td></tr> </table> <p>Narrative writing Skills</p> <ul style="list-style-type: none"> Plan well structured stories Write in full sentences Improve punctuation Produce well written stories 	Title	The name of the piece of work.	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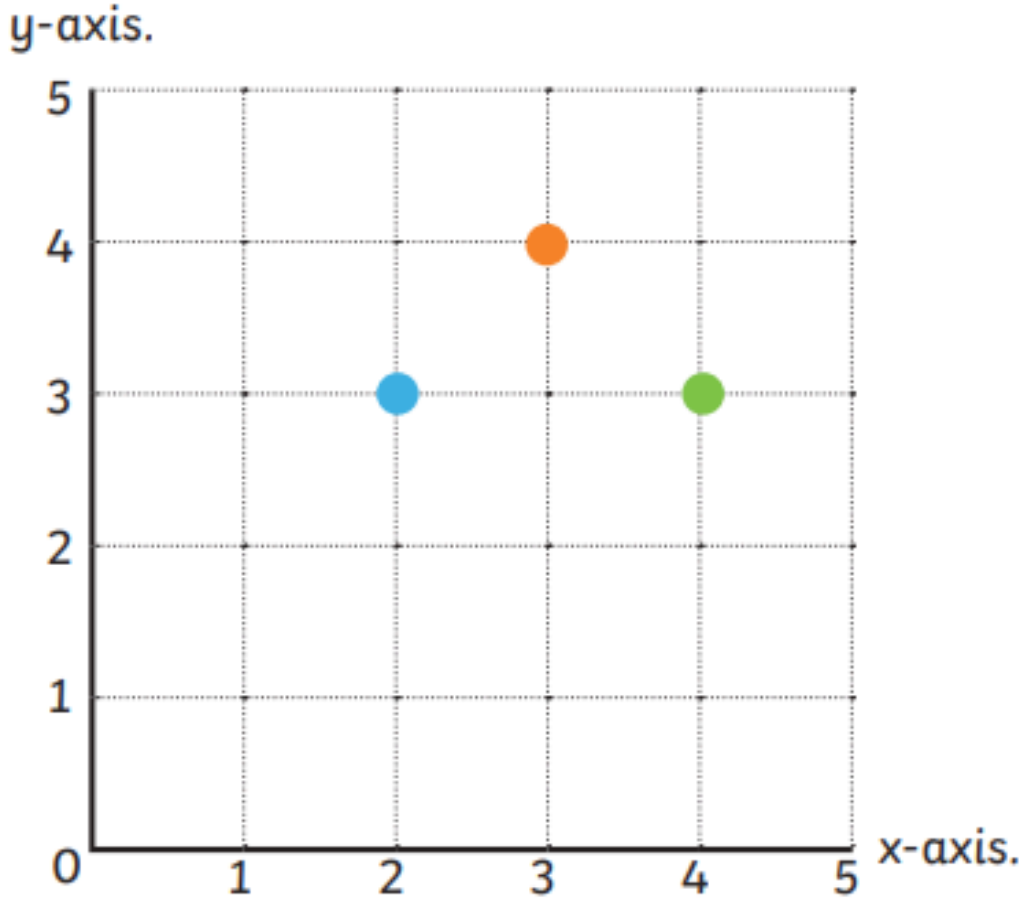
Maths

Perimeter and Area		Knowledge Organiser
Key Vocabulary	Measure Perimeter	Calculate Perimeter
metre	Measure the perimeter of a rectangle: 	Calculate the missing sides of this rectilinear shape to find the perimeter: 
kilometre		
perimeter	Measure the length (l) and width (w). $\text{Perimeter} = l + w + l + w$ or $(l + w) \times 2$	* This shape is not drawn to the dimensions specified. Missing side 1 + 4cm = 8cm, so missing side 1 = 4cm. Missing side 2 = 2cm + 7cm = 9cm
length	Measure the perimeter of regular shapes:  Measure the length (l) and count the number of sides (s) on the shape. $\text{Perimeter} = l \times s$	
width	Measure the perimeter of irregular shapes: 	Perimeter = sum of all sides = $2\text{cm} + 4\text{cm} + 7\text{cm} + 4\text{cm} + 9\text{cm} + 8\text{cm} = 34\text{cm}$
rectangle	Measure the length of each side and add them together.	
rectilinear		
dimensions		
		

Length and Perimeter		Knowledge Organiser
Area of Rectangles	Area of Compound Shapes	Area of Irregular Shapes
The area of a rectangle on a grid:  <p>Multiply the length \times width $= 6 \times 3 = 18$ squares.</p> <p>The area of a rectangle = length (l) \times width (w).</p> 	To find the area of a compound shape, divide the shape into rectangles with known dimensions:  <p>Area = $7\text{cm} \times 4\text{cm} + 5\text{cm} \times 5\text{cm}$ $= 28\text{cm}^2 + 25\text{cm}^2$ $= 53\text{cm}^2$</p>	To find the area of an irregular shape, find the number of whole squares and part squares.  <p>Whole squares = 10 Part squares = 22</p> <p>Estimate of area = whole squares + half part squares $= 10\text{cm}^2 + 11\text{cm}^2 = 21\text{cm}^2$</p> <p>*There are other ways to estimate the area of irregular shapes.</p>
		

Key Vocabulary	Volume of Cubes and Cuboids
cubed	<p>Volume is measured in cubed units. For example, cm^3, m^3 and km^3.</p> <p>To calculate the volume of cubes and cuboids:</p> <ol style="list-style-type: none"> 1. Calculate the area of the cross-section (one face). 2. Multiply the area of the cross-section (one face) by its depth.
area	
cross-section	
prism	
cube	 <p>Area of cross section (face) = $2\text{cm} \times 2\text{cm} = 4\text{cm}^2$ $4\text{cm}^2 \times 2\text{cm} = \text{Volume of } 8\text{cm}^3$</p>
cuboid	
face	
length	
height	 <p>Area of cross section (face) = $4\text{cm} \times 2\text{cm} = 8\text{cm}^2$ $8\text{cm}^2 \times 3\text{cm} = \text{Volume of } 24\text{cm}^3$</p>
width	
depth	



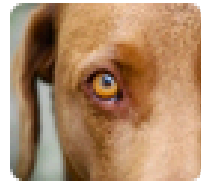
Key Vocabulary	Position and Direction
coordinate	 <p>Coordinates are a useful way to locate a position on a map or grid.</p> <p>The numbers across the horizontal line of the grid are on the x-axis.</p> <p>The numbers on the vertical line of the grid are on the y-axis.</p> <p>We always read or write the number on the x-axis before the y-axis.</p> <p>The x and y position are written in brackets with a comma.</p> <p>The coordinate of the orange spot is (3, 4).</p>
quadrant	
x-axis	
y-axis	
reflection	
mirror line	
translation	
horizontal	<p>To help you remember which point to read or write first, simply remember to move 'along the corridor and up the stairs'.</p> <p>In other words, move on the x-axis and then move on the y-axis.</p>
vertical	



Science



Lesson Sequence

 1. Understand how offspring vary and are not identical to their parents

 2. Learn about animal adaptations

 3. Learn about plant adaptations

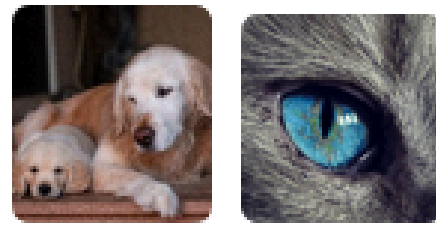
 4. Explore what we can learn from fossils

 5. Explore the theory of evolution by natural selection

 6. Explore human evolution

Characteristics and variation

A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited. They can include hair colour, eye colour and height. Environmental factors can also affect a person's characteristics



Adaptations

Plants and animals have numerous adaptations which help them to survive in their habitats.

- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants

Charles Darwin, the Galapagos Islands and human evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.



Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.



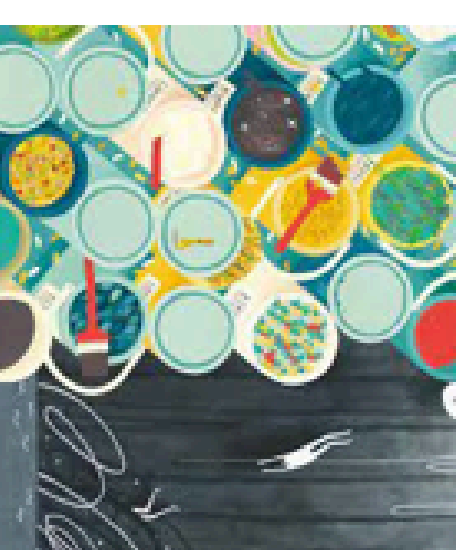
Rocket Words

variation	the differences in characteristics or traits between living things of the same species
inherited	when characteristics or traits are passed on from parents to offspring
adaptation	changes or special features of a living thing to help it live in a habitat
ancestor	someone or something a living thing is related to from a long time ago
natural selection	survival and reproduction of the fittest
evolved	how living things gradually changed over time
extinct	a species that is no longer living, having completely vanished from the Earth
Homo sapiens	the scientific name for the human species

Being a Christian: UKS2 Knowledge Mat (U2.2 Y6)

Subject Specific Vocabulary

God	Who Christians believe is the creator and ruler of the universe and source of all moral authority; the supreme being.
Creation	The action or process of bringing something into existence.
Universe	All existing matter and space.
Evolution	The process by which living things have developed from earlier forms during their time on earth.
Interpret	To explain/understand the meaning of something.
Conflict	To be in disagreement with something.
Complementary	An idea or thinking that enhances another.
Scientists	A person who is studying or has expert knowledge of one or more of the natural or physical sciences.
Literally	The words mean exactly what they say.



Sticky Knowledge - Creation and Science: conflicting or complementary? (links to 1.2 and L2.1)

- Jews and Christians believe that God created the world.
- Genesis 1:1-2:3 is an ancient text that was written over 2,500 years ago.
- Some Christians believe that the story of creation is a literal account whilst others believe that it is more of a description of what God and creation are like.
- Some Christians believe that creation and science can be complementary.

RE

Geography



Where does our energy come from?

Vocabulary	Definition
renewable energy	Energy that does not reduce in quantity when it is used.
non-renewable energy	Energy that cannot be replenished and will eventually run out.
fossil fuel	A material formed from the remains of plants and animals over millions of years.



Where does our energy come from?



Renewable	<p>hydropower</p> <p>Energy generated by the movement of water.</p>	<p>wind power</p> <p>Energy generated by wind powering large turbines.</p>	<p>geothermal energy</p> <p>Energy generated by the heat from the Earth's core.</p>	<p>solar power</p> <p>Energy generated by the sun and solar panels.</p>	<p>biofuel</p> <p>Energy generated from plant or animal waste.</p>
	<p>coal</p> <p>A black rock found deep underground which is used as fuel.</p>	<p>crude oil</p> <p>A naturally occurring liquid made millions of years ago, found underground.</p>	<p>nuclear power</p> <p>Energy generated from radioactive materials that create heat.</p>	<p>natural gas</p> <p>A highly-flammable mixture of gases found deep underground.</p>	

French

Les vêtements

phonics

 sound in: **é** • écharpe
 sound in: **e** • chemise
 sound in: **eau** • manteau
 &
silent letters There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'. 

vocabulary

15 items of clothing & their indefinite articles/determiners.



grammar

To understand better the role of gender in the choice of articles/determiners.

un Singular determiner 'a/an' for masculine nouns

une Singular determiner 'a/an' for feminine nouns

des Plural determiner 'some' for masculine and feminine nouns

Une jupe verte. Spelling of the colour (adjective) changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

Je porte I wear

What I will learn:

- Objective 1: I will learn to recognise and recall 10 nouns for items of clothing in French with their articles/determiners.
- Objective 2: I will learn to recognise and recall 5 more nouns for items of clothing in French with their articles/determiners.
- Objective 3: I will learn to describe what I am wearing in French using 10 different colours and the verb 'je porte...' (I wear) with the conjunction 'et' (and).
- Objective 4: I will understand more about the changes involved in adjectival agreement in French when describing items of clothing by colour.
- Objective 5: I will use all my new knowledge to describe what I wear at school, at home, in summer and in winter in French.

Les vêtements



un T-shirt



un pull



un manteau



un pantalon



un short



une chemise



une robe



une jupe



une casquette



une écharpe



des gants



des chaussettes



des chaussures



des baskets



des lunettes de soleil



bleu



noir



vert



gris



violet



blanc



rouge



jaune



orange



marron

Computing

Computing - Exploring AI



AI	Artificial intelligence is the technology that enables machines to think and learn like humans.
AI-generated text	Written content produced by artificial intelligence.
AI-generated image	Images produced by artificial intelligence.
applications	The ways in which technology or software is used to perform tasks.
authenticity	Being genuine or real.
ethical	Related to what is right and wrong.
implications	The possible effects or results of an action.
modify	To change or alter something.
prompt	An instruction that gives an action or response.
refine	To improve or make something more precise.
trained	Conditioned or taught to perform a task or behave in a certain way through practice or instruction.

Examples of AI in everyday life



Virtual assistants

AI sets reminders, answers questions and plays music using voice commands.



Recommendation systems

AI suggests movies and videos based on what a user likes.



Smartphone features

AI corrects spelling and understands voice commands.



Self-checkout machines at supermarkets

AI scans items and allows payment without a cashier.

AI generated text

This is an example of AI-generated text. A prompt is a question or statement given to the AI and the AI creates text based on it.

Describe the sky.

The sky is the space above us. It looks blue during the day and dark at night with stars and the moon. Clouds can make the sky look different and sometimes bring rain or snow.

Message KapowCHAT 10

Refining and adding specific details to prompts can result in a more accurate and detailed response.

Describe the sky on a stormy day in December.

The sky on a stormy December day is dark and filled with thick, grey clouds. The wind blows strongly and there might be lightning and thunder. Rain or snow falls steadily, making the sky look even gloomier.

Message KapowCHAT 10

AI generated images

This is an example of an AI-generated image. A prompt is given to the AI and the AI creates an image based on it. The prompt below gives the AI a basic idea of what to draw but lacks details.



Draw autumn.

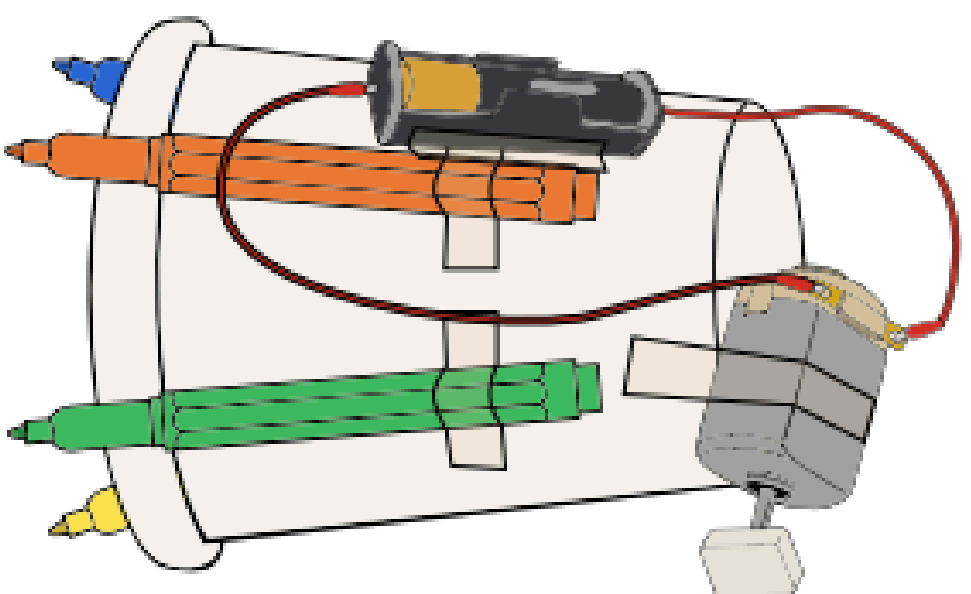
This prompt adds specific details that help the AI understand exactly what to include, making the picture more interesting.



Draw an autumn scene with trees full of orange, red and yellow leaves. Include a path covered with fallen leaves and a squirrel gathering acorns.

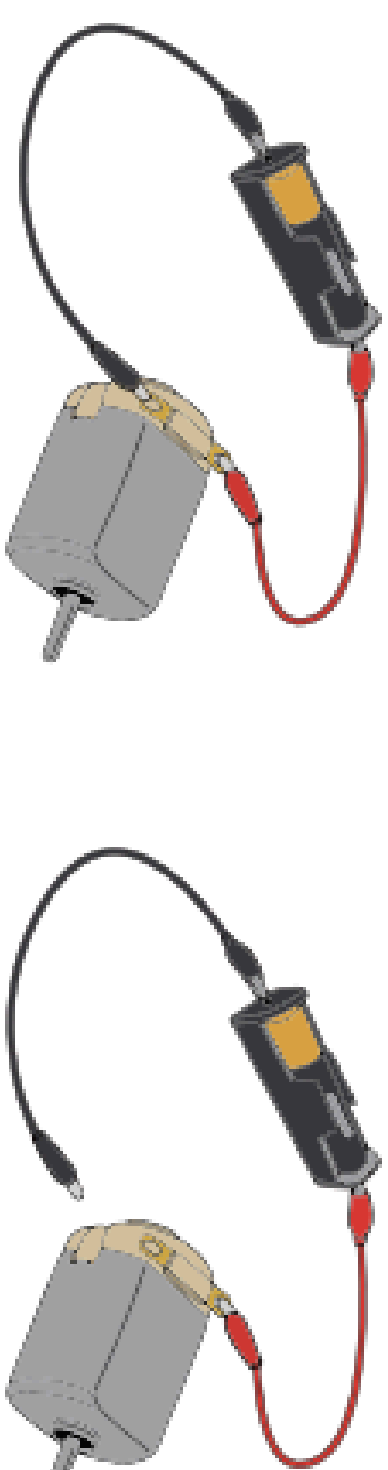
Design

assemble	To put parts together.
charge	An amount of electrical energy.
design criteria	The important features that a product must have or do to work correctly.
evaluate	Looking at the good and bad points about something and thinking about how to improve it.
product	Something that has been made to be used or enjoyed by someone.



This Kapow Doodler uses a motor with an **off-centre weight** on the axle, making it wobble and draw patterns.

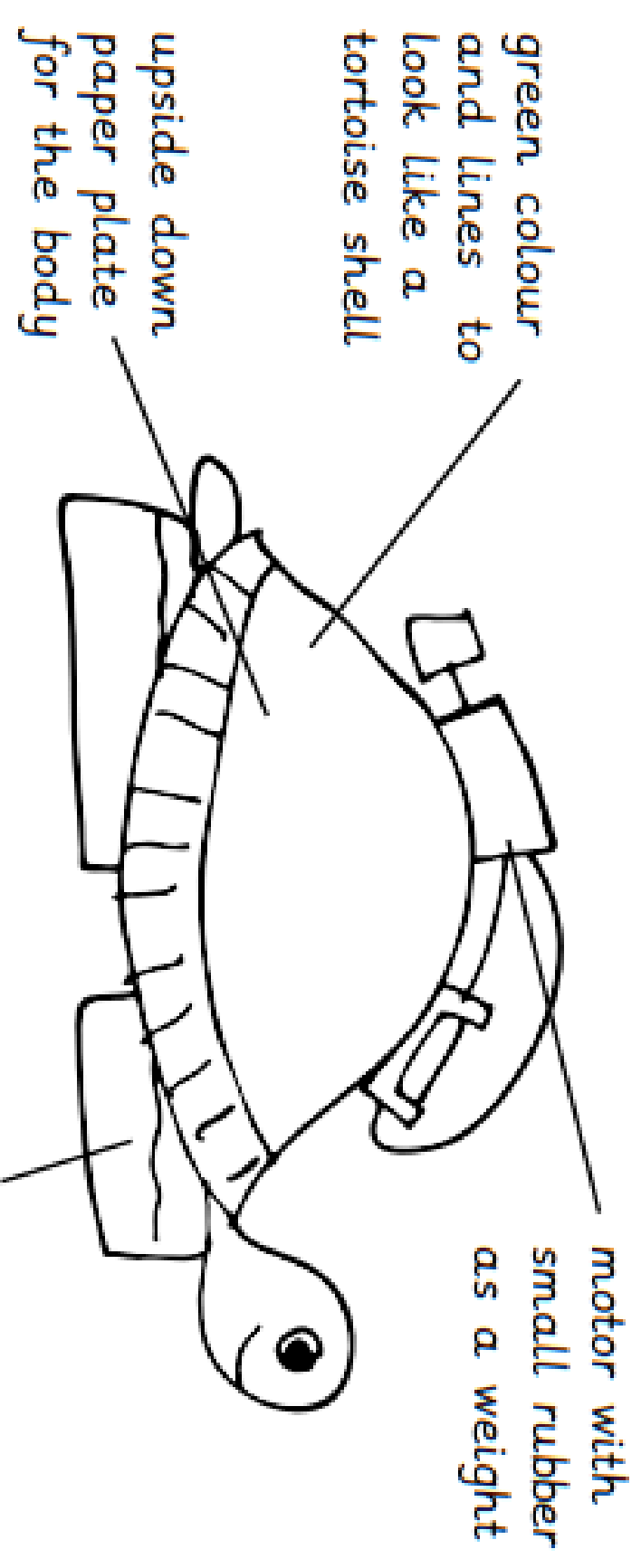
A **circuit** is a path that electricity can **flow** around.



Electrical components are parts of a circuit such as a bulb, battery, wires or a motor. A **motor** is an electrical component that uses electricity to make something move.

The motor axle turns when the circuit is a complete loop because the charge can flow around. If the circuit is not a loop, the axle will not turn.

A **diagram** is useful when designing a **product**. It can show what the product will look like. **Annotate** the diagram with labels that explain each part.



two or four sponges on the bottom for the legs and to clean as it moves