Year 5
Wider Curriculum
Parent & Carer Guide

2024-2025

Introduction

Your child is about to start their year 5 journey at King Offa Primary Academy and Nursery. Contained within this guide is information about what your child will be learning throughout this year. The aim of this guide is to support you in understanding what your child will learn in the wider curriculum so you can engage in learning experiences and provide you with opportunities for working with your child.

Trips and Special Events

Term 1 & 2- Bexhill Museum (The Home Front)

Term 3 & 4- Buzz Active (water sports day)

Term 5- The De La Warr Pavillion (a local study)

Term 6- Hastings seafront (a study of coastal erosion)

Parent Events

Term 1 & 2 - Christmas performance

Term 3 & 4- Maya mask workshop

Term 5 & 6- Sports day

Content page

In this guide you will find knowledge organisers for the subjects listed below. The children will have these in the front of their books in school.

Term 1 & 2

History- We'll meet again (Term 1)

Geography- Europe and the wider world (Term 2)

Religious education- Why is the Torah so important to Jewish people? (Term 1) and What does it mean if Christians believe God is holy and loving? (Term 2)

Science- Chemistry: Properties and changes of materials (Term 1) and Physics: Light (Term 2)

Term 3 & 4

History- Rainforest Realms (Term 3)

Geography- The rainforest (Term 4)

Religious education- Why do Christians believe Jesus was the Messiah? (Term 3) and What does it mean to be a Muslim in Britain today? (Term 4)

Science- Biology: Living things and their habitats (Term 3) and Biology: Evolution and inheritance (Term 4)

Term 5 & 6

History- Brilliant Buildings and Lovely Landscapes (Term 5)

Geography- Local study: East Sussex developing fieldwork skills including rivers (Term 6)

Religious education- Christians and how to live: 'What would Jesus do?' (Term 5) and What matters most to Humanists and Christians? (Term 6)

Science- Biology: Animals including humans (Term 5) and Chemistry: Working scientifically 'Keep it Hot, Keep it Cold' (Term 6)

History Knowledge Organiser — We'll Meet Again — Year 5

Our learning

In our history lessons this term we will be learning about World War Two. We will consider the **causes and consequences** of the outbreak on world on those fighting as well as on the home front. We will develop our understanding of **leadership** and how this impacted on the decisions to go to war and the action taken afterwards. We will learn about how countries worked together on both sides of the fighting. We will learn about what life was like for civilians and the impact of war on their daily lives.

Information

World War Two was triggered by Germany invading Poland.
The war had an effect on how everyday people lived their lives both in Britain and across Europe. Rationing, evacuation and blackouts happened in Britain throughout this period. People who lived in cities or near ports were more at risk of bombings.
Britain's Prime minister for most of World War Two was Winston Churchill. Hitler was the leader of the Nazi party in Germany.
At the start of the war Russia fought alongside Germany however in 1941 Hitler ordered an attack on Russia. Following this attack Russia joined the Allied Forces.

Important Dates

3rd September 1939 Britain and France declare War with Germany.
January 1940 - July 1954 Rationing in England.
July 1940 Battle of Britain and the Blitz begins.
7th December 1941 Japan attack US in Pearl Harbour.
6thJune 1944 D-Day and Normandy invasion.
8th May 1945 Victory in Europe (VE Day)
August 1945 Atomic bombs dropped by US in Japan.
2nd September 1945 Japan surrender. End of WWII

Vocabulary

Allies - fighting on British side including France, USA, Russia.
Axis - fighting on German side including Italy, Japan.
Evacuation - people, often children, moved from danger to safer places often in the countryside.
Rationing - The controlled distribution of scarce resources like food or clothing.
Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view
Nazi - Member of fascist German political party
Blitz - Series of aerial bombing raids on UK cities.

Adolf Hitler
Germany

Benito Mussolini
Italy

Emperor Hirohito
Japan

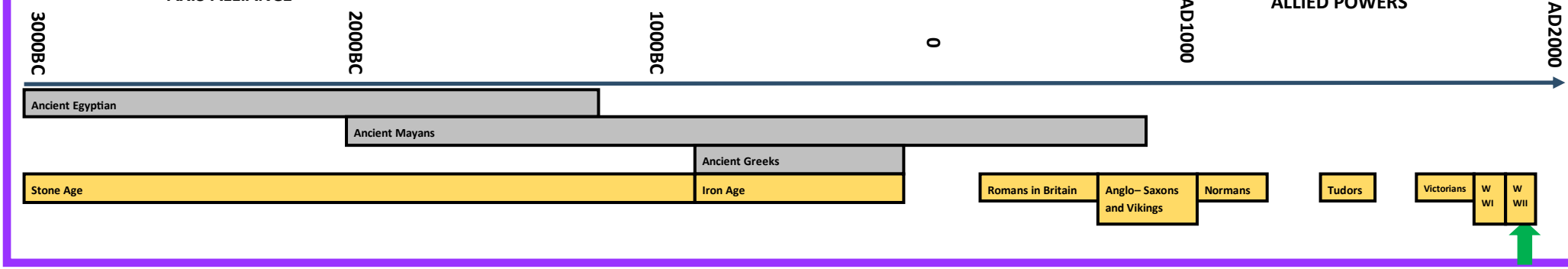
AXIS ALLIANCE

Winston Churchill
Britain

Joseph Stalin
Russia

Franklin D. Roosevelt
USA

ALLIED POWERS



Geography Knowledge Organiser — We'll Meet Again — Year 5

Our learning

In our geography lessons this term we will be learning about geographical features that influenced World War II. We will discover the **location** of key countries involved in the war. We will think about the **distance** between countries and their position in the World. We will discover how Britain being an island affected the war and how the **environment** of a country affected their role in the War.

Europe in World War 2

Physical map of Switzerland

Information

Europe was a very important continent in World War II and is where Britain and Germany are situated.

Britain is an island whereas Germany is a part of mainland Europe and is surrounded by other countries.

Switzerland is in a very mountainous area and has a mountain range called The Alps.

The English Channel separates France from England

Other countries in the war included France, Italy, Japan and the United States of America.

The D-Day landings took place in Normandy, France.

Vocabulary

Europe - A continent in the Northern hemisphere that includes Britain, Germany, France and Italy,

Topography - Topography is a detailed map of the surface features of land. It can include natural and man made features.

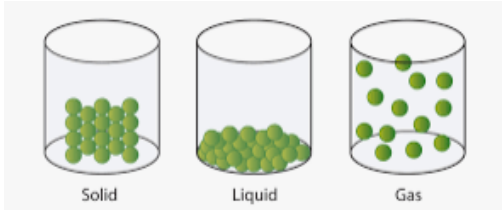
Landlocked - A country or region almost entirely surrounded by land.

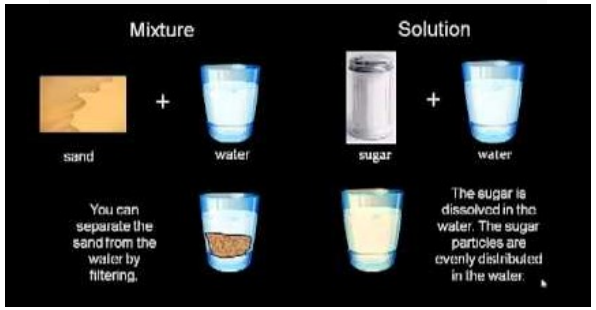
Border- A border is a real or artificial line that separates geographic areas .They can separate countries, regions , towns

Science Knowledge Organiser — Properties and changes of materials (Term 1) — Year 5

Our learning

In our science lessons this term, we are learning about properties and changes of materials. This is part of the **chemistry** aspect of science. Through our learning we will be considering the **cause and effect** of certain process on different materials. We will learning that some changes of state can be reversed whilst others cannot and that some material have different conductive qualities. We will also be looking at what happens when we mix materials together.





Information

There are three 'states' a material can exist in. A solid, a liquid or a gas.

Some changes between states are reversible but others are not.

Some materials will dissolve in a liquid to form a solution and some materials are insoluble.

To separate the solid from the solution it will need to be heated.

Dissolving is not a material disappearing although it can look like that.

Filtering, sieving and evaporation can be used to separate mixtures.

Burning is an irreversible change which means you cannot change the material back once it is burnt.

Some materials conduct heat, for example aluminium.

Some materials conduct electricity, for example copper.

Some materials are magnetic, for example iron.

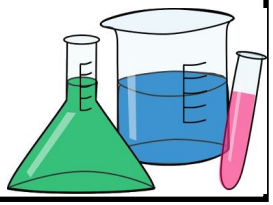
As a scientist I will...

- Use relevant scientific vocabulary and images to share and justify my ideas.
- Communicate my conclusions on a hypothesis

Hypothesis– a possible explanation made on the basis of limited evidence as a starting point for further investigation.

Vocabulary

Soluble– something that will dissolve into liquid.
Conductive-allowing electricity or heat to travel through them.
Thermal– heat
Magnetic-An object which is capable of producing a magnetic field.
Dissolve– when a substance seems to disappear into a liquid.
Solution– where one substance dissolves into another.
Mixture-when two or more substances are combined, but each substance keeps its physical properties.
Substance-Substance is the material of which something is made. Substances are physical things that can be seen, touched, or measured.
Evaporation-the process by which a liquid turns into a gas
Reversible change-when materials can be changed back to how they were before the reaction took place
Irreversible change-if it cannot be changed back again.
Fair test-A fair test is a controlled investigation carried out to answer a scientific question.

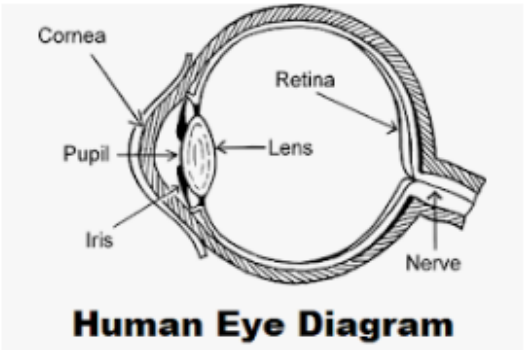


Science Knowledge Organiser — Light (Term 2) — Year 5

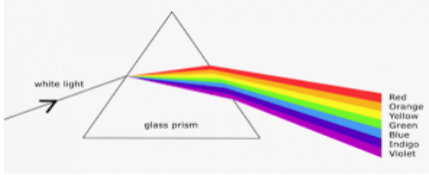
Our learning

In our science lessons this term, we are learning about Light. This is part of the **physics** aspect of science. Through our learning we will be considering the **cause and effect** of different scientific processes. We will be learning about how the human eye works and how we see things. We will learn about different sources of light.

We will investigate periscopes to see how they enable people to look around and over objects.



Human Eye Diagram



A prism

Information

We see things when light from an object goes into our eyes. Light travels in straight lines.

The light may come directly from a light source (such as the sun) but it may also be reflected from an object into our eyes in order to be seen.

Our eyes are made up of different parts which all have specific functions:

- The cornea is the front layer of the eye and helps the eye focus.
- The pupil is the black hole in the centre and acts as a gateway for light.
- The iris controls how much light goes in.
- The lens helps to focus the light.
- The retina turns light rays into signals understood by the brain.

White light is made up of a spectrum of different colours which can be split up using a prism.

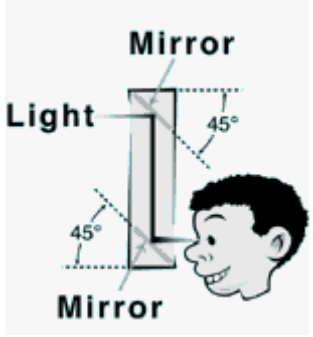
As a scientist I will...

- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Plan and carry out comparative and fair tests making systematic and careful observations

Vocabulary

Reflection– the return of light from a surface.
Refraction-The bending of light rays.
Spectrum– the range of different colours which is produced when light passes through a glass prism or through a drop of water
Shadow– A dark shape made when light is stopped or blocked by an object or a person
Light source– A source of light makes light. Examples include the sun, stars, fires and torches.
Prism– A piece of glass with several flat sides which can be used to bend light.
Opaque– Something which cannot be seen through and does not allow light to pass through it.


A periscope in a submarine



How a periscope works

Religious Education Knowledge Organiser (Term 2)

Why is the Torah so important to Jewish people?

Year 5

Judaism

Our learning

In our religious education lessons this term we will be answering the question :

'Why is the Torah so important to Jewish people?'

We will answer this by **making sense of the beliefs** held by Jewish people about God using some examples from texts that explain what God is like.

We will **understand the impact** of Jewish beliefs about the Torah and how this shows them how to use and treat it.

We will **make connections** between the Jewish commandments and how Jews live their lives as well as considering why these are still important to Jews today.

Information

Jewish people refer to God in many different ways including 'Almighty, King, Father, Lord and King of Kings'.

The TeNaKh is the sacred text in Judaism and the Torah is the first five books of this text.

The Torah contains the story of Exodus and Passover as well as 613 commandments (mitzvot) which include the ten commandments. One Mitzvah deals with the rules about food (Kosher). Kosher laws affect the everyday lives of many Jews who keep kosher.

There is diversity within Judaism which means not all Jews believe the same things or behave in the same ways. Many Jewish communities value ritual and tradition.

Vocabulary

Kosher laws– Rules that relate to food for Jewish people.
Ritual– A ceremony or action performed in a particular way.
Diversity– To describe differences between people
Sefer Torah– (Torah scroll) The written version of the Torah.
TeNaKh-The main sacred Jewish text and governs all aspects of Jewish life. (Hebrew Bible)
Mitzvot– Commandments (plural)
Mitzvah– Commandment (singular)
Hebrew– Language used to write the Torah.
Siddur– Jewish prayer book

The Torah is kept wrapped and a special pointer (Yad) is used to help someone read the words so that the scroll itself is not touched.

In Progressive Jewish synagogues men and women sit together and women can be rabbis.

In most traditional synagogues men and women sit separately

Inside a synagogue. Synagogues can all look very different.

Progressive Jews

Follow the Torah but believe that they should interpret it to fit the modern world.

Some Jewish people write God like this as a mark of respect and so that God's name can never be erased.

Orthodox Jews

Believe in strictly following the traditional Jewish laws (or halakha).

History Knowledge Organiser — Rainforest Realms — Year 5

Our learning

In our history lessons this term we will be learning about the Ancient Maya . We will be considering how the **civilisation** developed over time and the important features of their lives.

We will consider the **similarities and differences** between this and other ancient civilisations whilst developing our understanding of the **causes and consequences** of different events through this period in history.

Information

The ancient Maya lived until around AD900. They were an advanced civilisation who had started to farm the land and even used maths.

The Mayas were inventors and made their own calendar; farming processes and writing system.

Each city had a ruler who got their power from god. They believed their rulers could speak to the gods. Sacrifices were made to keep their gods happy

They were excellent builders and invented 'zero'

The Maya made their homes in the forest and used it as a source of food.

No one really knows what wiped out the Ancient Maya civilisation. But different things are likely to have contributed to the end of the civilisation such as over population, environmental resources, warfare, shifting trade routes and extended drought.

Vocabulary

Mesoamerica- parts of modern day Mexico and central America. Where the Mayan's lived.

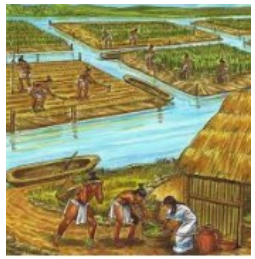
Temple pyramids– the focus of every Mayan city. Used as a place of worship and somewhere to bury dead

Agriculture– the practice of farming and growing crops

Sacrifice– offering something to a god. This could have been an object, an animal or even a human!

Inventor– someone who creates something new

The Maya lived from nature and agriculture was important



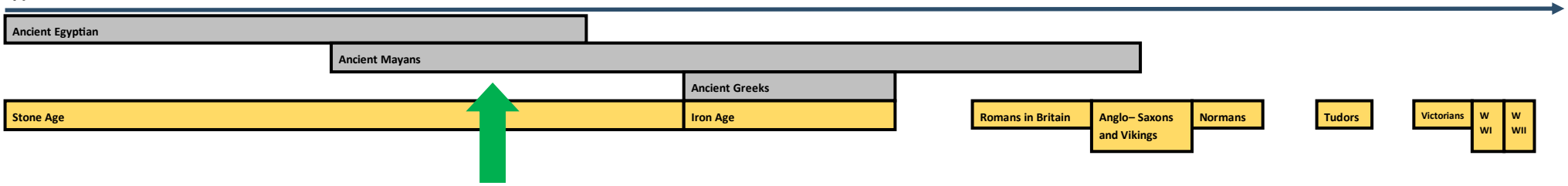
Maya calendar

Important Dates

800BC– Groups gathered and settled in Mesoamerica
700BC-Maya writing is developed
400BC– Earliest calendars carved in stone
300BC– Temple pyramids begin to be built

Temple pyramid

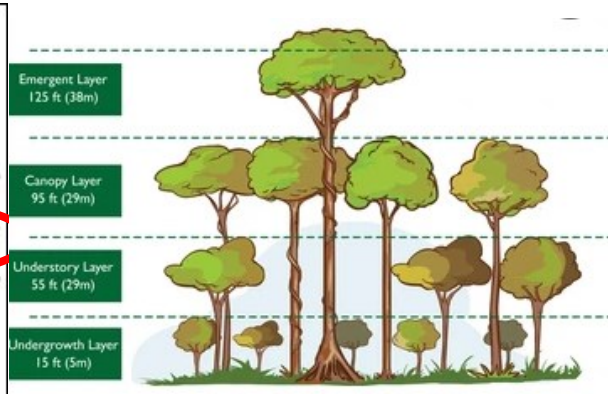
Mayan Gods



Geography Knowledge Organiser Rainforest Realms Year 5

Our learning

In our Geography lessons this term we will consider what a rainforest is and why they are located in certain places around the world. We will learn how the **scale** of the rainforest means that it has an impact globally . We will consider how these **places** needs to be protected and how humans must consider a sustainable use of the rainforest's resources. We will identify how the **location** of the rainforests and its resources mean that other countries want to ensure trade links. Finally we will consider how trade and other factors have an impact on the future of the rainforests.



Layers of a Tropical Rainforest

Information

The biggest rainforest in the world is the Amazon rainforest in South America.

Rainforests can be found in every continent of the world except Antarctica.

Tropical rainforests are located between the tropics of Cancer and Capricorn.

The climate in a tropical rainforest is hot and humid and it rains virtually everyday .

Tropical rainforests are home to indigenous peoples who rely on their surroundings for food, shelter and medicines.

Non indigenous people also call rainforests home.

Rainforests provide us with many natural resources including foods, medicines, minerals and oxygen

Deforestation of a Tropical Rainforest

Indigenous people use their environments to meet their needs

Vocabulary

Biome-A biome is a large region with a certain climate and certain types of living things.
Vegetation belt- A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation.
Climate zones- areas around the world with specific patterns of weather
Rainforest-a forest of broad-leaved evergreen trees that receives high annual rainfall
Biodiversity- the rich variety of life on Earth
Habitat- a place that an animal lives
Deforestation- the clearing, or cutting down, of forests by humans.
Sustainable-meeting our own needs without compromising the ability of future generations to meet their own needs
Consumer-an organism that feeds on other organisms
Producer– someone or something that creates something
Commercial farming- plant and livestock production happens on a large scale to allow the sale of large amounts of product
Southern Hemisphere– the part of the Earth south of the equator.

Religious Education Knowledge Organiser (Term 3)

Year 5

Why do Christians believe Jesus was the Messiah?

Christianity

Our learning

In our Religious Education lessons this term we will be answering the question :

' Why do Christians believe that Jesus is the Messiah?'

We will answer this by **making sense of the belief** in the Messiah's arrival on Earth.

We will **understand the impact** that the story of the coming of the Messiah has in the Bible.

We will **make connections** in the way the coming of the Messiah effects people's lives today.

Information

Incarnation is the belief that Jesus was God in a human form, and he came to Earth to rescue people who had moved away from his way (The Fall). The land of God's people was also occupied by enemies.

Jesus was one part of the 'Holy Trinity' (The Son). God was also 'The Father' and 'The Holy Spirit'. He was thought of as the rescuer of mankind.

Various prophecy texts from the Bible give evidence to Christians that Jesus was the Messiah, and that Jesus fulfilled the prophecy that a baby would be born.

Christians today celebrate Christmas as the birth of Christ, the coming of the Messiah.

Christians around the world often find ways to help others at Christmas in the same way that Jesus came to Earth to help others.

Vocabulary

Messiah - Name given to Jesus for saving mankind.

Incarnation - God becoming human in the form of Jesus.

Gospel Texts - Four Bible stories covering the life and death of Jesus Christ.

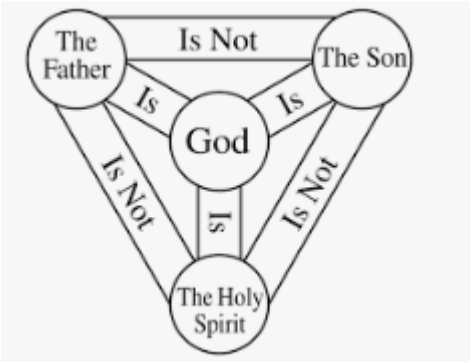
Prophet - A person who speaks for God.

Prophecy Texts - Stories from the prophets in the Bible.

Saviour - a person who saves someone or something from danger, ruin, or defeat.

The Gospels:

Matthew, Mark , Luke and John.



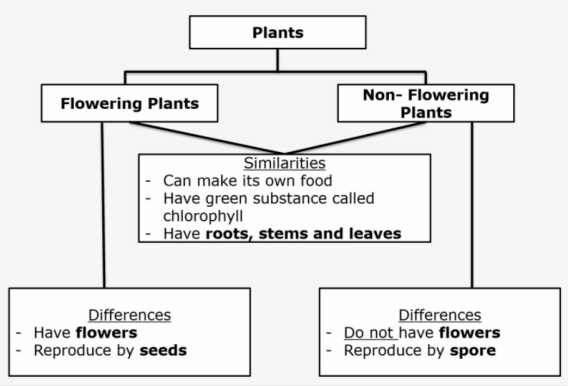
The Holy Trinity

Christians celebrate the coming of the Messiah every Christmas.

Science Knowledge Organiser Living things and their habitats (Term 3) Year 5

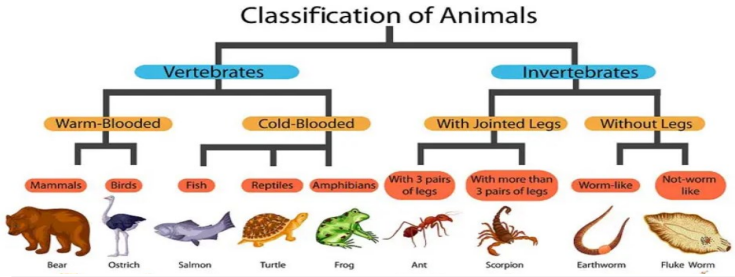
Our learning

In our science lessons this term, we are learning about living things and their habitats. This is part of the **biology** aspect of science. Through our learning we will be considering the **similarities and differences** in different life processes. We will look at how offspring are produced and compare the life cycles of different living things. We will also be learning about the characteristics of different animals as well as the two main types of plants.



Information

Offspring of different animals can be produced in different ways.
Some living things, such as mammals, give birth to live young and others, such as birds, lay eggs.
Most animals reproduce sexually.
Animals are grouped according to their characteristics.
There are two main types of plants: flowering and non-flowering.
The seven life processes are movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.
There are 5 types of vertebrates (animals with a backbone) mammals, fish, birds, retiles and amphibian.

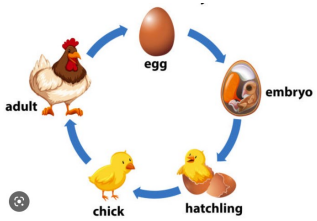


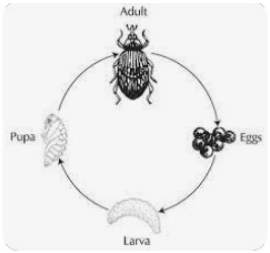
As a scientist I will...

- Recognise how scientific ideas change over time.
- Raise different scientific questions and hypotheses.
- Make predictions and give reasons.
- Use and develop key to identify, classify and describe living things.

Vocabulary

plants- Plants are living things that grow from the soil and turn light from the Sun into food.
animals– Animals are living things that need food and water to live. Animals feed themselves by eating plants or other animals. Animals can also sense what goes on around them.
classifying– a form of grouping
living thing– something that is able to breathe, produce waste, grow and change, feed and reproduce.
life process- the series of actions that are essential to determine if an animal is alive.
characteristics- the distinguishing features or quality of something .
organism– a term for any living thing.





Life cycles

Religious Education Knowledge Organiser (Term 4)

Year 5

How do festivals and family life show what matters to Jewish people?

Judaism

Our learning

In our religious education lessons this term we will be answering the question :

'How do festivals and family life show what matters to Jewish people'?

We will answer this by **making sense of the belief** that the story of Exodus has for Jewish beliefs about God.

We will **understand the impact** that the beliefs of Jewish people has on the way they live their lives.

We will **make connections** with the value of personal reflection, saying sorry, being forgiven, being grateful and seeking justice and freedom in the world today.

A shofar being blown in a Jewish ceremony

Information

Jewish people show their beliefs through worship in festivals at home and in their communities.

Jewish people celebrate Pesach (Passover) in the Spring in the United Kingdom. This is to celebrate God freeing the Israelites from slavery in Egypt (The story of the Exodus).

The ten commandments were given to the Jewish people by God.

Rosh Hashanah, the Jewish New Year, is one of Judaism's holiest festivals and is celebrated for two days in September.

Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar. This takes place ten days after Rosh Hashanah.

During Yom Kippur Jewish people fast (don't eat or drink) and pray for forgiveness.

The Talmud are ancient laws that teach that Jews should say 'Thank you' one hundred times a day.

Vocabulary

Exodus - Describes when God calls Moses to lead the people of Israel out of slavery
Freedom - To move or act as one wishes
Grateful - Appreciating the person or thing that did something good for you
Pesach (Passover) - Celebration of the story of Exodus
Rosh Hashanah - The Jewish New Year
Yom Kippur - Day of Atonement (making things right with God)
Talmud - A collection of ancient Jewish laws
Shofar - A ram's horn used in Jewish ceremonies.

Talmud

A Jewish family celebrate Pesach (Passover)

Science Knowledge Organiser Evolution and inheritance (Term 4) Year 5

Our learning

In our science lessons this term, we are learning about evolution and inheritance. This is part of the **biology** aspect of science. Through our learning we will be considering the **connections** between the past and what we know now about animals. We will look at how species have changed and adapted over time as well as considering how natural selection impacts on different species.

Information

Natural selection means that organisms have adapted to make them better for the environment they live in.

Natural selection happens in both plants and animals.

We inherit features from our parents such as the way we look.

Adaptation is important for a species to survive.

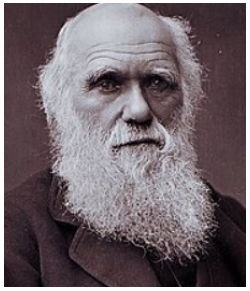
To survive the winter, animals have a range of strategies: hibernation, adaptations to their bodies (growing a thicker coat) and migration.

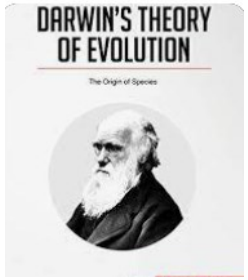
Palaeontologists study fossilised things to learn about the past.

Fossils are the remains of plants and animals that lived long ago.

Vocabulary

Variation- The differences in characteristics between individuals of the same species
Inherit- Receive through a parent's genes
Evolution- The theory that all the kinds of living things that exist today developed from earlier types
Environment- Everything around us
Adapt- To change
Inhabit- To live in
Identical- Exactly the same
Genes- Carry the information that determines your traits which are features or characteristics that are passed on to you
Genetics-The study of the way physical traits and characteristics get passed down from one generation to the next
Survival- The act of continuing to live





Charles Darwin developed the theory of evolution which included ideas about natural selection. He showed that different species had changed over time to survive.

A fossil

The theory of evolution explains how primitive life forms have changed and adapted over millions of years to become the complex living organisms living on Earth today.

As a scientist I will...

- Raise different scientific questions and hypotheses.
- Recognise how scientific ideas change over time

History Knowledge Organiser Brilliant Buildings and Lovely Landscapes Year 5

Our learning

In our history lessons this term we are learning about one of the famous building near to where we live, the De La Warr Pavilion and the **connections** it has with the local area. We will consider some of the **similarities and differences** between the time period it was build in and the modern day. We will learn about why it was built and look at how the building has been used as a venue for concerts, plays, art and culture as well as a strategic post for the military during the second World War.

The De La Warr Pavilion

Information

By the 1930s Bexhill realised that to boost the economy of the area they need to attract more visitors. An international competition was launched to design a building to make Bexhill a destination to visit.

The competition was won by two architects– Erich Mendelsohn, a refugee from Hitler's Germany and Serge Chermayeff, a Russian who lived in England. The De La Warr was constructed in a International Modernist style.

Concerts and events were held until war broke out in 1939 then the De La Warr was used by the ministry of defence. Following the war the De La Warr re opened with concerts and events but over time the Pavilion did not attract enough visitors and fell into disrepair.

During the 1980s work began on restoring the building and by 1990 a gallery space was created.

By 2005 The De La Warr had under gone further restoration and reopened with 2 galleries, a concert space, a café and a shop. It now houses one of the largest gallery spaces on the south coast.

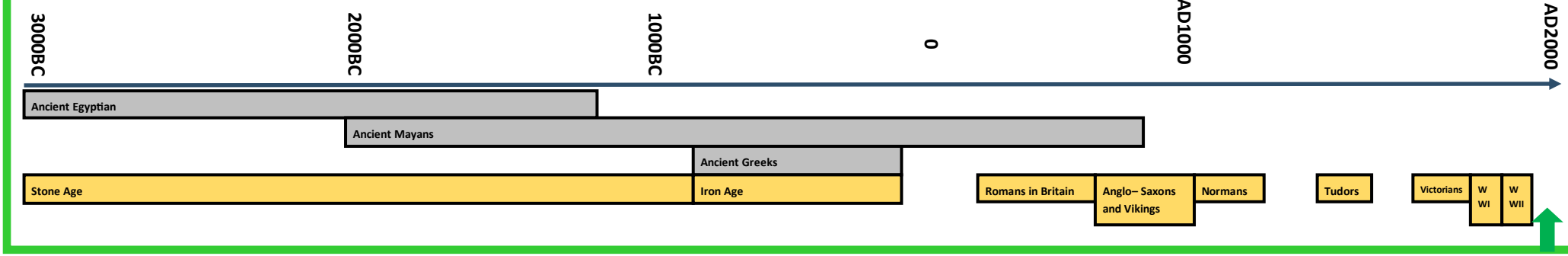
Important Dates

1932– The 9th Earl of De La Warr was elected mayor of Bexhill
1935– The De La Warr Pavilion opened to the public
1940– Suffered bomb damage during WW2
1971– Named a listed building
1986– Upgraded to a Grade 1 listed building
2001– A new contemporary bandstand was built for outdoor concerts

Vocabulary

Constructed– make or build something
Decade– a period of ten years
Century– a period of a hundred years
Architecture– the practice of designing buildings
Architect– a person who designs buildings
Design– a plan or drawing of something before it is made
Modernist style– a type of architecture that developed in the 1930s which used new and innovative materials and technologies
Economy -how a country or place is doing in producing and making goods or services and how much money it has
Listed building– a building that has national or historical importance and neds to be protected.

Modernist Style



Geography Knowledge Organiser Brilliant Buildings and Lovely Landscapes Year 5

Our learning

In our Geography lessons this term we will compare the changes in our coastal **environment** over time and investigate the changes in the **location** using maps. We will develop our knowledge of significant coastal landmarks and consider how sea defences are used to limit the impact of the loss of land in coastal areas. We will continue to develop our **locational** skills through our use of directional vocabulary. We will also consider where these places are on a personal, local and regional **scale.**

The Seven Sisters

Groins used as sea defenses in Eastbourne

Information

The five longest rivers in the UK are the Severn, the Thames, the Trent, the Wye and the Great Ouse River.

The River Ouse is in East Sussex however this is a different river to the Great Ouse. The River Rother and Cuckmere River also flow through East Sussex.

Rivers and streams flow towards the sea.

Erosion happens at the coast through wind, the sea and weather changing the way the land looks.

Waves are formed by wind moving across the surface of the water.

Tides are caused by the moon's gravitational pull on the water on Earth.

Maps used grid references . A six figure grid reference gives more accurate locational information.

Under Cliff Walk, Brighton

Sea defenses at Galley Hill, Bexhill

Beachy Head, Eastbourne

Vocabulary

Coastal erosion-the process of destruction of land by wind, water, or other natural process.

Tides- the rising and falling of the sea (high tide/ low tide)

Sediment– layers of rocks left from the flow of a river

Coast– the land near the sea

Regional– relating to the characteristics of an area (or region)

National– relating to the characteristics of a country (or nation)

Scale– relating to maps and the actual distance on the ground

Sea defences– ways of protecting land from being flooded or worn away by the sea

Religious Education Knowledge Organiser (Term 5)

Year 5

How do Christians decide how to live? 'What would Jesus do?'

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'How do Christians decide how to live? 'What would Jesus do?'

We will answer this by **making sense of the beliefs** that Christians have when studying Gospel texts in the Bible.

We will **understand the impact** of the Gospels on how Christian communities and individuals live their lives.

We will **make connections** between Christian teachings about peace, forgiveness and healing and the issues in the world today.

Information

Christians believe the greatest commandments that Jesus gave were 'to love God' and ' Love thy neighbour'. This is shared with Christians in Matthew 22:36-40.

Christians use the words of Jesus as a foundation for living their lives. Christians often ask themselves 'What would Jesus do?' or WWJD.

Christians consider prayer, justice, illness and healing and turning enemies into friends as important foundations in their lives.

Many people, who are both religious and non religious show generosity in different ways.

Christians believe that the teachings of Jesus tell them how to live their lives.

Vocabulary

Sermon- A talk on a religious or moral subject
Foundations– The basis of something that you build on.
Justice- Is the principle that people receive that which they deserve.
Enemy- Someone that is against someone else.
Wise- The ability to make good judgements, based on what you have learned from your experience.
Foolish- Lacking good sense or judgement.
Generosity- To give time, money, food, or kindness to people in need

The wise and foolish builder
Matthew 7:24-27

People showing generosity by helping at a food bank and a soup kitchen.

The Sermon on the Mount

The Sermon on the Mount tells Christians about what Jesus would do. This helps them to make decisions about how to live their own lives.

Science Knowledge Organiser Animals including humans (Term 5) Year 5

Our learning

In our science lessons this term, we are learning about animals including humans. This is part of the **biology** aspect of science. Through our learning we will be considering the **similarities and differences** between the stages of life for humans. This includes how the human body changes over time.

Information

The human body changes over time. This is the same with all living things.

When humans are first born they grow rapidly and learn many things in a short time such as how to walk, talk and eat solid food.

During puberty, the human body goes through physical changes to allow the body to reproduce.

The functions of the human body can deteriorate as it gets older and elderly people might need help to look after themselves or support from medical professionals.

Vocabulary

Human– A member of the species of 'homo sapiens'

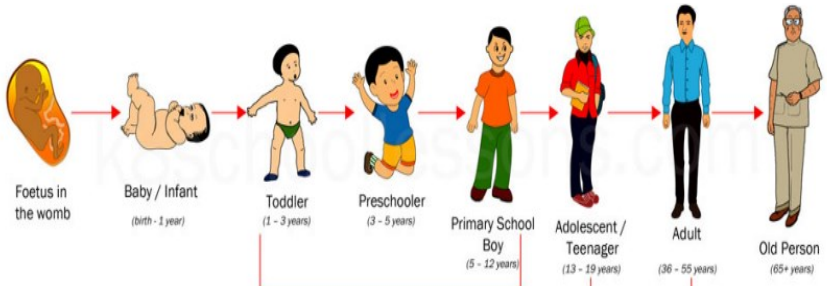
Puberty- Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction

Growth- to increase in size

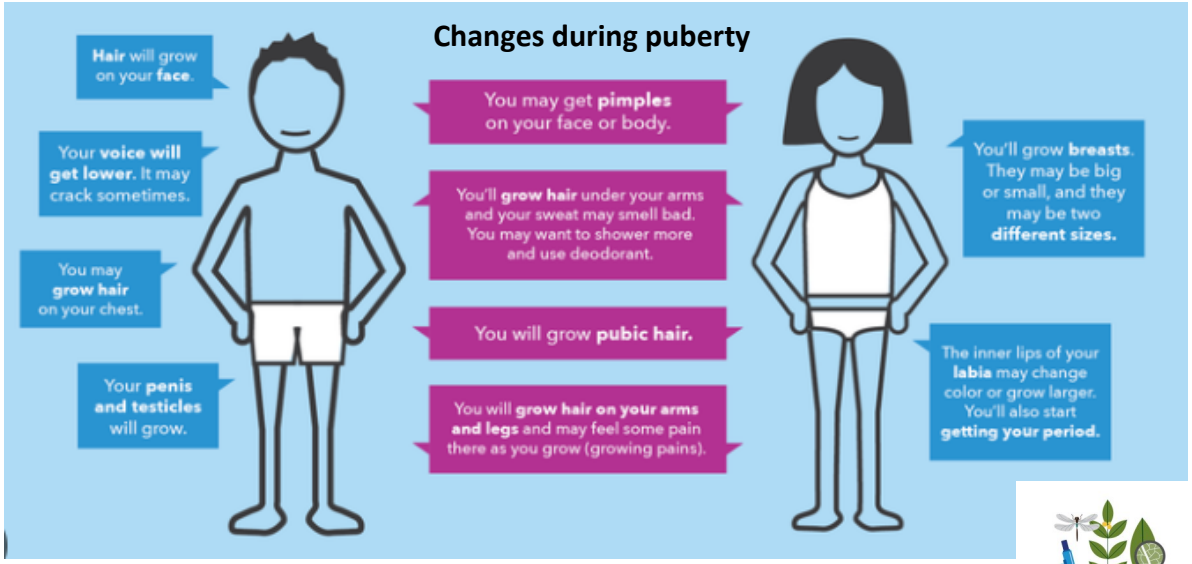
Gestation- the time period between conception until birth

As a scientist I will...

- Raise different scientific questions and hypotheses.
- Use relevant scientific vocabulary and images to share and justify my ideas.



Life stages of a human



Religious Education Knowledge Organiser (Term 6) Year 5

What matters most to Humanists and Christians?

Christianity Humanism

Our learning

In our religious education lessons this term we will be answering the question :

'What matters most to Humanists and Christians?'

We will answer this by **making sense of the beliefs** of both Christians and Humanists regarding 'good and bad'.

We will **understand the impact** for both Christians and Humanists of following a moral code and why this might sometimes be difficult.

We will **make connections** between the two different views and raise important questions about why people should be good.

Genesis 3 explains that the good and bad in people comes from people being made in the image of God (good) but also that they are sinful because they do not follow god (bad).

Information

Moral concepts are things such as freedom, fairness, kindness, honesty and peace.

Certain behaviours and actions are considered 'good' and 'bad' according to Christian beliefs.

Humanists believe that people work out their own ways of being good without having a divine being to follow. They say: 'People can be good without God'

Humanists have a 'code for living' that includes ideas about being honest, using your mind to think for yourself, telling the truth and doing to other people what you would like them to do to you.

Christians code for living involves Jesus' two rules: 'Love God' and 'Love thy neighbour'.

There are similarities and differences between Humanist and Christian points of view.

Christian code for living

Humanists believe in 'Being good without God'.

Vocabulary

Humanists- A non religious group of people who do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion

Moral code– A consistent set of rules that are widely accepted by a group of people that show them values they should live by

Conscience- Knowledge of right and wrong and a feeling that you should do what is right

Moral— Ideas or habits of behaviour that relate to what is right and what is wrong

Values– The beliefs that each person or organisation/ group considers are important for themselves

Divine being- God or a deity. Something 'above' humans

Science Knowledge Organiser — Working Scientifically (Term 6) — Year 5

Our learning

In our science lessons this term, we will be working scientifically with our knowledge of changing states. This is part of the **chemistry** aspect of science and will help us to develop the skills to become a scientist.

We will look at using our scientific knowledge to analyse, present and explain **patterns** that we find.

- Make an observation
- Ask a question
- Plan an investigation
- Make a hypothesis
- Conduct your investigation
- Record your results
- Draw a conclusion

Information

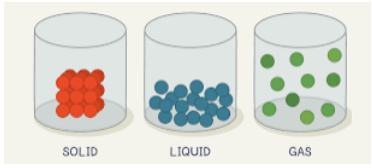
Keep it hot! Keep it cold!

Some materials are better insulators than others.

Insulating materials do not conduct heat well.

Insulating materials can control heat and keep things hot or cold.

Changing state refers to a material changing between a solid, liquid and gas.



As a scientist I will...

- Recognise how scientific ideas change over time.
- Raise different scientific questions and hypotheses.
- Make predictions and give reasons.
- Plan and carry out fair tests making systematic and careful observations.
- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Use relevant scientific vocabulary and images to share and justify my ideas.
- Communicate my conclusions on a hypothesis.

Vocabulary

Thermal insulator– A material which does not easily allow heat to pass through it

Thermal conductor– A material which allows heat to pass through it easily

Fair test- A test that controls all but one variable when attempting to answer a scientific question

Plan– A method for conducting a test or experiment

Accuracy– How close something is to what it should be

Systematic– To plan out and complete in a specific way or order

Quantitative measurements– Information that is described in numbers

Hypothesis– An educated guess, or a guess you make based on information you already know

Variable– One element of a test which can be changed

Conclusion– a summary of what has been found out during an investigation

Louis Pasteur discovered that heating milk killed off most of the microbes and this made it last longer. This process is called pasteurisation.