

Dear Parents/ Carers,

Please find below information about what your child is learning this term- we call it a 'Knowledge Organiser' for our new Connected Curriculum. The last section of the Knowledge Organiser offers ideas of how adults can support children at home and gives information about homework.



Please speak to your child's class teacher if you have any questions.

Knowledge Organiser for Y5 unit - The Fairground

Knowledge to be secured (What do learners need to know and understand?)

Science:

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Terminology and vocabulary we will be using

Transparent	Translucent
Opaque	Insulators
Conductors	Attract
Repel	Friction
Symbols	Air resistance
Pitch	Volume
Circuits	Components
Motor	Switch

Spelling patterns we will be looking at in Fast Spelling/Phonics sounds:

Sounds Write:

/ie/ as in tie and brief
/ew/ as in stew and brew

<ent> <ence> <ency>
existence convenience conscience innocent innocence
decent decency frequent frequency confident confidence
(confidential) assistant assistance obedient obedience

<able> <ably> <ible> <ibly>
Vegetable available dependable comfortable reasonable
enjoyable reliable changeable noticeable adorable/adorably
applicable/applicably considerable/considerably tolerable/tolerably
forcible legible possible/possibly horrible/horribly terrible/terribly
visible/visibly incredible/incredibly sensible/sensibly

Skills to be secured. Learners will know how to...

Science:

- How to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- How to take measurements, using a range of scientific equipment, with increasing accuracy and precision
- To record data and results of increasing complexity using scientific diagrams and labels, tables and graphs
- use test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms
- identify scientific evidence that has been used to support or refute ideas or arguments.

Geography:

- Use maps and atlases to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Design and Technology:

- use research and develop design criteria to inform the design of appealing products aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Links to other areas of learning/the curriculum

PSHE:

- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and the community.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.

Art:

- to use sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing and painting

Computing:

- Internet research for fairgrounds/fairground art etc
- Posters/flyers produced by desk top publishing
- Internet use for mileage and map work (Link Geography)

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

The journey...

The context for the learning unit is a fairground owner requesting permission to use school land or land near school. Following debates and letter writing, the children will have the opportunity to explore fairground rides and to build their own carousel using construction kits.

Alongside this, pupils will be extending their scientific knowledge of electrical circuits, forces, light and sound. The children will be extending their skills of scientific enquiry to carry out a range of fair tests and develop their scientific vocabulary and recording skills.

Pupils will have the opportunities to put their skills and knowledge into action by building a model fairground and considering the impact that these events have on the local environment as well as the people who travel with them.

Agreed outcomes

An exhibition of work at the end of the unit.

Planned or possible experiences, visits or visitors

Mr Pete Lightfoot has agreed to come into the school (posing as fairground owner, Mr Whitfield) to take part in a discussion to address the concerns of the local residents and share some of the engineering and practical issues that lie behind the fun of the fair.

Ways parents/ carers can support/ Homework

- Homework will be given out on a Friday and will be due in on a Wednesday
- Reading books and records need to be in school every day. It is expected that children will read 5 times a week and this needs to be evidenced with a signature in the reading record
- Fast Spelling and Fast Maths - We do not do weekly spelling or multiplication tests, we do something called Fast Spelling & Fast Maths, which involves regular targeted practice in class. Please support your child with learning the words and sounds listed on the knowledge organiser and ensuring your child know their multiplication tables
- Your child will also be given My Maths weekly homework to complete online, which will support their learning in class. If they are unable to access the internet at home, they can go to homework club during their lunch break.