Purple Mash Computing Scheme: Knowledge Organiser

Year 5
Databases

Key Learning

- To understand what a database is.
- To design and create a database.
- To build queries to find information.
- To solve problems using a database.

Key Resources

2Investigate

Key Vocabulary

Condition
A condition is a rule you give to a database to help it find the right information.

Data
A set of facts or information that help us learn something or make decisions.

Database
A set of data that can be held in a computer in a format that can be searched and sorted for information.

Edit
To change, add or remove data from a record.

Field
A heading in a database record against which data is entered.

Filter
Filtering what information is shown according to any filter rules applied.

Group
Putting similar pieces of information together in a database so it is easy to read and understand.

Linked Tables
A database can contain more than one table which can be linked together so a query can include information from the linked tables.

Operator
An operator tells a database what to do with data when someone is making a query. Such as: Find everyone whose score 'is equal to' 10.

Query
A user will run a query to find specific information in a database.

Record
A collection of related data or information that is stored together as a single unit.

Sort
Organising data by a rule such as alphabetical or numerical.

Validation
A field can have specific data types such as numbers, letters, dates and times which helps minimise input errors.

Purple Mash Computing Scheme: Knowledge Organiser

Year 5
Databases

Key Images

Add record


Edit record


View mode

Create query


Database Design

Report

Key Questions

What do databases help us do?

Databases help organise data into one place. Data can be added, stored and retrieved by more than one person. When data is retrieved it can be combined to form information that someone might wish to find out. It is much quicker, more convenient and can be used by many people.

What is a query?

A query is the word used instead of question when using databases. Someone will create a query to find the answer to something they want to know.

What does a record contain?

A record contains fields of data that form information about something or someone. A database will contain lots of records. For example, a database record could be a record on one child at a school that has fields: name, age and class.

What does the AND operator help someone do?

The AND operator joins rules (conditions) together. Using AND means all the conditions have to be met. AND helps someone find specific information (records).

How can errors be kept to a minimum when entering data into a database?

Fields can have the data types entered into them set. Additionally, constraints such as always required or has options can be used.

Why might a database need more than one table?

It can get very messy and confusing for users of a database if all data is kept in one table. For example, a vet surgery might need a table on the pets and a separate table on the customers.

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.8
Word Processing with Microsoft Word

Key Learning

- To know what a word processing tool is for.
- To add and edit images to a word document.
- To know how to use word wrap with images and text.
- To change the look of text within a document.
- To add features to a document to enhance its look and usability.
- To use tables within MS Word to present information.
- To introduce children to templates.
- To consider page layout including heading and columns.

Key Resources

purple mash

2Connect

Microsoft Word

Key Questions

What is a word processing tool used for?

A word processing tool is used to create, edit and print off a document. This can contain text, images, tables or charts. Documents are a type of file that portray information.

What features can you use to make a document more readable?

You can change the font format to give the document a theme and make it more readable. By changing the paragraph formatting, you can ensure the words are spaced evenly. You can add images and use text wrapping to ensure they are positioned well on the page.

How do you successfully add an image to a document?

If you have an image saved onto your computer, you click on insert – pictures – insert image from this device. You can resize and move the image and ensure it fits well on the page by changing the text wrap setting.

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.8
Word Processing with Microsoft Word

Key Vocabulary

Bulleted lists
A list with bullet points, used when the items do not have an order.

Copy and Paste
A way of transferring words or images from one location to another.

Cursor
The flashing vertical line that shows your place in a Word document.

Hyperlink
A clickable link from a document to another location, often a webpage.

Formatting
Changing the look of a document by selecting fonts, colours and how the text is spaced or aligned.

Word Processing tool
A program which allows you to write, edit and print different documents.

Caps Lock
A button on the computer keyboard which changes the letters to upper case (capital letters).

Copyright
When an image, logo or idea has a legal right to not be copied or used without the owner's permission.

Document
A type of file which shows written information and/or images and sometimes charts and tables.

Merge cells
A tool you can use when making a table to join cells which are next to each other in columns or rows.

Text wrapping
A feature which helps you place and position an image neatly on a page or within a paragraph of text.

Captions
Text under an image to provide more information about what is shown.

Creative Commons
Images where the copyright holder, often the creator, has given permission for the image to be used as long as the creator is attributed.

Font
A set of type which shows words and numbers in a particular style and size.

Page Orientation
The direction that the rectangular page is viewed. Portrait means longer side going upwards, Landscape means the longer side going sideways.

Readability
How easy and pleasant it is to read and understand a document.

Word Art
A way to treat text as a graphic so that you can add special effects to text.

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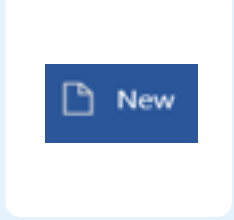
Purple Mash Computing Scheme of Work: Knowledge Organisers

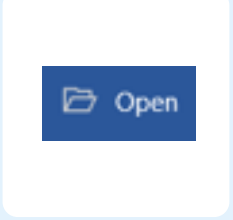
Unit: 5.8

Word Processing with Microsoft Word

Key Images



Open a new document



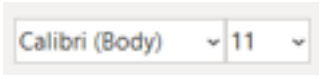
Open an existing document

Save your work

Undo key

Insert a table

Text wrapping

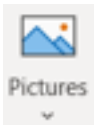


Font Category

Design tab where you can change the style of the document

Insert tab where you can add an object such as a picture or table

Home tab where many editing tools are found



Insert a picture

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Wheelwright Lane Knowledge Organiser for: FOREST SCHOOL

Key questions

- Why is it important to spend time in nature?
- What activities can you do at Forest School?
- How do you stay safe outdoors?
- What do you learn from Forest School sessions?
- How does Forest School help wildlife and the environment?

Key vocabulary:

- **Forest School** – a type of outdoor learning that happens in nature.
- **Shelter/Den** – a structure made from natural materials like sticks and leaves.
- **Fire circle** – a safe area for making and learning about fire.
- **Tool use** – using items like peelers, mallets, or saws safely.
- **Biodiversity** – the variety of plants and animals in a woodland.
- **Teamwork** – working together to solve problems.
- **Resilience** – not giving up when things are tricky.

Key facts:

- Forest School started in **Scandinavia** and spread to the UK in the 1990s.
- Sessions happen **outdoors, usually in woodland** or natural spaces.
- Children learn through **hands-on experiences** like den building, tool work, and nature games.
- It helps develop **confidence, independence, and problem-solving skills**.
- Forest School supports **mental health and wellbeing** by connecting with nature.
- Respect for the **environment and wildlife** is a core value.

Our Forest School Vision Statement

We believe that Forest School provides an opportunity for our children to develop holistically through child-centred, independent exploration and play in a natural environment. Many different skills and ideas such as raising self-esteem, health, wellbeing, confidence, emotional intelligence and teamwork will be promoted through our forest school sessions. Our provision encourages children to play, work and learn together, building a sustainable Forest School community and deepening our connection with nature.

Children's Responsibilities

Children will support each other during Forest School sessions with remembering out motto, 'Be Kind, Be Safe and Be Fair'.

• Be Kind -Respect and look after themselves, each other and their environment. This includes making sure they are prepared for the session with sensible clothing.

• Be Safe -To take responsibility of their actions surrounding purposely dangerous or unsafe behaviour.
To follow the fire Circle rules:
-walk around the outside of the fire circle
-Hair tied back and no loose clothing
-only enter the fire pit area by if invited by an adult (children should be knelt if by the fire)

• Be Fair - Ensure that Forest School sessions are fun for everybody, and resources are distributed fairly.

What do we do there?

Forest School allows children to be a part of a variety of outdoor activities and encourages children to learn about the natural environment. Some of the activities the children will be a part of are:

- Den building
- Use and practice of a variety of knots
- Safe use of Fire lighting and cooking
- The identification of plants and animals
- Exploration of the natural world
- How to look after the natural world
- Use of sustainable resources within the Forest School
- Safe use of tools to support learning
- Different seasons/what happens in each season
- Developing key social and emotional skills; e.g spiritual development, health and wellbeing
- Playing in the outdoors
- Taking risks in a safe way
- Building relationships/supporting each other
- Achieving manageable tasks individually and in a group

Forest School Information for parents/carers

Forest School sessions will involve exciting, hands-on learning experiences that immerses children in our school's natural environment. Your child will engage all their senses as they explore, build shelters or discover the wonders of wildlife. Each session will involve a new adventure, sparking creativity and encouraging children to connect deeply with nature. This learning is driven by curiosity and the joy of discovery. Children are empowered to take the lead in their learning, developing skills and confidence along the way. They become resilient as they face challenges such as learning to tie knots. They stay curious, investigating plants, animals, and ecosystems, and asking questions that inspire deeper understanding. Through this natural environment, children develop determination as they engage in tasks that require focus and perseverance, from whittling wood to solving nature-based problems. They are encouraged to be brave, stepping outside their comfort zone and embracing new experiences with enthusiasm. Collaboration is vital during Forest School time, children learn to work together to build shelters, create art from nature, and help each other succeed in shared goals, reinforcing the importance of being collaborative.

Forest School sessions will run whatever the weather (unless extreme weather/wind is forecast). We believe the children should experience most weather types and will only be taken out if correct clothing/precautions have been taken to keep them safe and dry.

To ensure your child is comfortable and prepared, please can your child bring the items listed in a named bag on your child's allocated day:

- Waterproof coat
- Comfortable trousers.
- Light long-sleeved t-shirt.
- Fleecy zip up jacket/ jumper.
- Spare socks.
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)

Recommendations:

- Waterproof trousers.
- For cold weather: wellies with two pairs of socks; base layer – thermals; neck snood, warm hat and gloves.
- A sun hat for sunny days and suncream applied before school

Wheelwright Lane Knowledge Organiser for:

Geography - Biomes

Key facts:

Tropical Grassland (Savanna) Within the tropics Hot with a wet and dry season Mainly grass and a few specially adapted trees.	**Tropical Rainforest** Hot and wet all year Rich in plants and animals Poor soils
Desert Cover $\frac{1}{5}$ of the planet Can be hot or cold Limited vegetation Less than 250mm rain per year.	**Tundra** Cover $\frac{1}{5}$ of the planet Temperature below freezing for most of the year. Ground permanently frozen.
Taiga (Coniferous Forest) Long cold winters Short mild summers Limited rainfall	**Aquatic** Covers 75% of our Earth Can be saltwater or fresh water
Temperate/Deciduous Forest Warm wet and mild areas Trees lose their leaves annually	

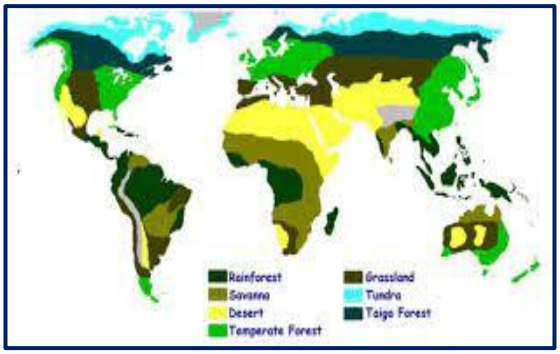
Key questions:

Where is this biome?

What animals will you find here?

Why is the climate in this biome?

What vegetation will you find in this biome?



Key vocabulary:

Biome: A very large community of animals and plants living together in a certain type of climate.
Climate: The weather conditions in one area over a long period of time.
Ecosystem: A small biological community of interacting organisms and their physical environment.
Environment: The surroundings or conditions in which a person, animal or plant lives.
Hemisphere: A half of the earth, usually divided into **Northern** and **Southern** halves by the equator.
Equator: The 'line' that separates the northern and southern hemisphere, it is equidistant from the North and South Poles.
Longitude & Latitude: Latitudes are horizontal lines that measure distance north or south of the equator. Longitudes are vertical lines that measure east or west of the meridian.
Tropics of Cancer & Capricorn: The two most important latitude lines (after the equator).
Polar: North and South Pole
Desert: An area covered in sand or rocks where there is little rain and not many plants
Grassland: Vast and open areas of land with grasses as the main plants.
Temperate: Having neither extremely hot or cold temperatures
Taiga (Boreal) Forest: A sub-Arctic evergreen forest
Rainforest: Tropical forest which receives lots of rain.
Aquatic: Watery habitat. Can be salt water or fresh water.
Tundra: A treeless plain found in Arctic regions
Savanna: A large area of land covered by grass.

Wheelwright Lane Knowledge Organiser for:

Year 5 - DANCE

Key Questions:

- Why is exercise good for your health?
- How can we dance with fluence and expression?
- What is a dance sequence?
- Can you identify and repeat a movement pattern?

Can you confidently improvise with a partner or on your own?

Can you compose longer dance sequences in a small group?

Key facts:

Expression - the way dancers use their bodies and movements to convey emotions and ideas to an audience

Fluency - the ability to move with ease and efficiency

Sequence e.g. 8 runs, 4 gallops

Pathway - the path a dancer makes while moving across the floor or the path a body part makes through space

Improvise movements -creating movement without planning or preparation

Key vocabulary:

Turning, twisting, freezing, curling, landing and pivoting.

Walking, running, skipping, galloping, bounding, winding and hopping.

Archway: A dance position in which your upper body or whole body is extended to create the form of an arch.

Canon: A movement canon occurs when dancers perform the same phrase one after the other.

Dynamics: The way in which movements performed, there are 5 key elements body, action, space, time and energy.

Footwork: Refers to dance technique related to feet, such as foot position and foot action.

Gestures: Is a movement of any part of the body that is not weight bearing.

Narrative: A choreographic structure that follows a specific story line.

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Levels: There are three levels in dance movement: high, middle and low i.e. low level would be floor level

Pathway: Patterns created in the air or on the floor by the body or body parts

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Ballet: A type of dancing where carefully organized movements tell a story or express an idea.

Sequence: A group of linked movements.

Timing: To moving to the beat of the music.

Transition: Movement, passage, or change from one position to another.

Turns: Is a rotation of the body about the vertical axis.

Unison: When two or more dancers perform the same steps at the same time.

Wheelwright Lane Knowledge Organiser for: Year 5 - Invasion Games (Netball)

Key questions

Can you describe how to make a chest pass and catch one?

When might you use the different types of passes

What is the footwork rule?

What is the best place to shoot from?

Key vocabulary:

Accuracy: How close to the target you are able to shoot the ball.
Bean bag: A piece of PE equipment.
Bounce: When you throw the ball with a deliberate bounce on the ground
Catch: Grasping a ball which is moving through the air into your hands
Chest: A front upper area of the body.
Control: Being able to deliberately move yourself or the ball where you want at all times.
Hoops: In netball, these are often metal rings on a pole – a team scores when a Goal Shooter or Attacker throws the ball so it falls through a hoop.
Overhead: Movement which happens above head height.
Pass: To deliberately throw the ball to another player on your team.
Pivot: To twist or spin around whilst keeping one foot stationary.
Rope ladders: A piece of training equipment.
Strategy: An overarching plan, the 'big picture'.
Tactics: Specific actions that are part of your strategy.

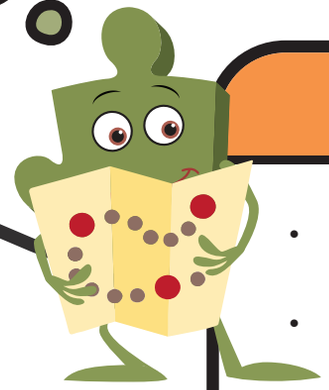
Key facts:

- Pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead
- Use tactics for game dominance, building on dodge and marking
- Develop footwork
- Play to rules

Jigsaw Jez's Journey

Being Me In My World

How does my world compare to other children's worlds?



I will learn about...

- How to use my Jigsaw Journal
- How to face challenges positively
- What it means to have rights and responsibilities
- How everyone has the right to learn
- The affect that choices can have upon rewards and consequences
- How to work well with others
- The positive benefits to democracy and having a voice

I will explore...

- What is important to me and what I value
- What it means to show empathy towards others
- How I can work cooperatively with my peers
- How to show care towards other people's feelings
- My choices in following the Learning Charter

denied

asylum

vision

opportunities

appreciation

wealthy

conflict

prejudice

motivation

deprive

migrants

empathise

persecution

refugee

privilege

Jigsaw Jez's Journey

Can you give an example of how people in your country have different lives from one another?

Why do rules, responsibilities and rights help people in the wider community?

My Thinking Pad

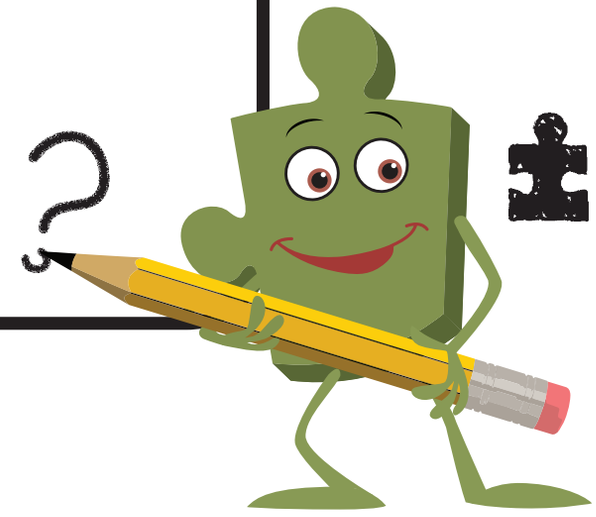
What have I learnt in this puzzle that helps me in our world?

Being part of a community is positive because...

We have rules, rights and responsibilities because...

The actions of another person can affect others by...

How can rules, responsibilities and rights make groups more effective?



Being Me In My World

Wheelwright Lane Knowledge Organiser for: If God is everywhere, why go to a place of worship?

Key Questions:

- What are places of worship used for?
- Can you name some places of worship?
- What are the differences between Anglican and Baptist churches?
- Can you identify similarities and differences between worship at home and at the Mandir?
- Can you identify differences between Jewish synagogues?
- How do Christians connect to God?

Key facts:

- A mandir is a Hindu temple
- There are two different Jewish communities: Orthodox (traditional) and Reform (modernised)
- There are two Christian churches: Baptist and Anglican
- Holy Communion reminds Christians of Jesus' sacrifice
- Puja bell bring deity to worship

Key vocabulary:

Worship – Showing love, respect, or devotion to God or something holy.

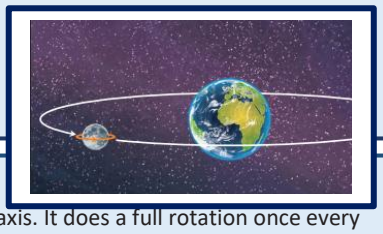
Worth – The value or importance of something.

Christians – People who follow the teachings of Jesus Christ.

Hindus – People who follow the religion of Hinduism.

Wheelwright Lane Knowledge Organiser for:

Science – Earth, Sun & Moon



Key questions:

What shape are the Earth, Sun and Moon?

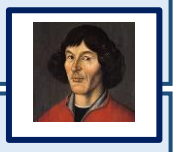
How long do different planets take to orbit the Sun?

Why does the moon change shape?

Why does the sun appear to move in the sky?

What causes day and night?

What causes seasons on Earth?



Key scientists:

Nicolaus Copernicus (1473–1543) The work and ideas of many astronomers (such as Copernicus and Kepler) combined over many years before the idea of the heliocentric model was developed. Galileos's work on gravity allowed astronomers to understand how planets stayed in orbit.

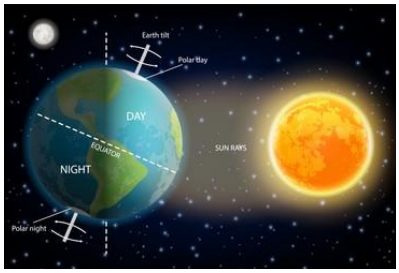
Key facts:

Earth Facts: The Earth rotates (spins) on its axis. It does a full rotation once every 24 hours. At the same time that Earth is rotating, it is also orbiting (revolving) around the Sun. It takes 365¼ days to orbit the Sun. Daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the Sun.

The Earth and the Moon: The moon orbits Earth in an oval-shaped path whilst it spins on its axis. At different times in the month, the moon appears to be different shapes, this is because the sun lights up different parts of the moon.

Day and Night: It appears to us that the Sun moves across the sky during the day but the Sun does not move at all. It seems to us that the Sun moves because of the movements of Earth.

Seasons: Earth's tilted axis causes the seasons. Throughout the year, different parts of Earth receive the Sun's most direct rays. So, when the North Pole tilts toward the Sun, it's summer in the Northern Hemisphere and winter in the Southern Hemisphere. And when the South Pole tilts toward the Sun, it's winter in the Northern Hemisphere and summer in the Southern Hemisphere.



Key vocabulary:

Astronomy – Astronomy is the study of outer space and all of the objects and bodies outside of the Earth's atmosphere, like stars, planets and comets.

Axis – Is an imaginary line that a body rotates around, e.g. earth's axis (imaginary line) runs from the North Pole to the South Pole.

Geocentric model – A belief people used to have that other planets and the Sun orbited around the Earth.

Gravity – The force that attracts a body towards the centre of the earth.

Heliocentric model – The structure of the solar system where the planet orbits around the sun.

Orbit – A curved path of a planet, taken by one body circling around another body. The earth orbits around the sun.

Phases of the Moon - The portion of the moon that we can see from Earth on any given night is called the moon's phase.

Planet – An object that orbits a star and does not emit its own light.

Rotation - refers to an object's spinning motion about its own axis.

Satellite – Any object or body in space that orbits something else, e.g. the moon is a satellite of the earth.

Seasons - Seasons are caused because of the Earth's changing relationship to the Sun.

Solar system – The solar system consists of the Sun and everything that orbits, or travels around, the Sun.

Star – A giant ball of gas held together by its own gravity and makes heat and light energy.