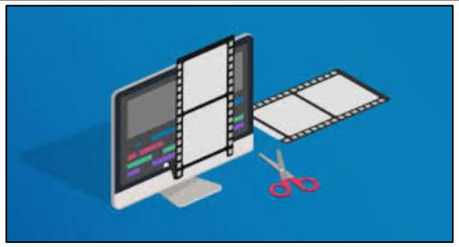
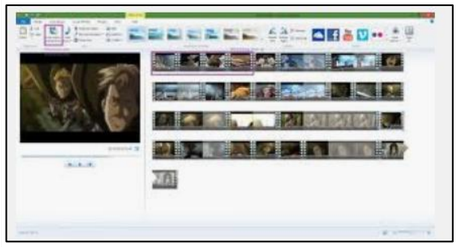
COMPUTING: CREATING MEDIA- Video Editing

Y5

KNOWLEDGE ORGANISER

Overview





Video Editing

-You should already know that video means the recording, reproducing and broadcasting of visual images (often accompanied by audio).

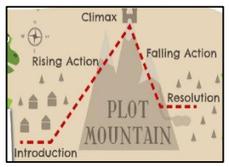
-Video is made up of a sequence of images shown in quick succession, giving the impression of movement.

-Many different devices can be used to record, edit and playback video and sound.

-Theme, setting, characters, colour, sound, and dialogue are all important features of video.

Features of Videos

Videos present moving images, often accompanied by sound. The following features are commonly found in videos.



Plot means the main events in the video, shown in a sequence. Plot features are caused by and affect one another.



Themes are the main ideas that run through the video, e.g. love, friendship, magic, violence.



Most videos, even very short videos, try to give the audience a message. This may be obvious or hidden.



Props are the moveable objects that are used by the actors/ actresses in videos texts.



Dialogue is the name given for the conversations between people in video texts.



Characters are the different people and animals in a story, including in a video.

Editing Videos

Windows Movie Maker is one example of a video editing tool, but many others are available. Examples include WeVideo, Nero Video, and Apple iMovie.



In order to edit your video, you first need to import it from your device to the computer. You then need to import it into Movie Maker by clicking 'Add videos and photos.'



The trim tool allows you to move excess video from the beginning or the end.



By right-clicking on the video thumbnail, you can choose to 'split' the video into pieces. The different pieces can be moved or deleted.



A number of special effects are available, including using animations and transitions between shots. You can also add text in captions.

Remember to save your project regularly. You need to save your project as a *.wmv file so that you can continue to edit it.



Recording Videos



Static Camera: The camera is in a fixed position, sometimes using a stand or tripod. Examples of this in use are during news-reading and weather forecasts.



Zooming: Zooming in means to give a closer view of the subject. Zooming out gives us a further, broader view of the subject. Zooming too close can make the subject appear blurry.



Pan: The camera position is fixed, but moves from side to side.

Tilt: The camera position is fixed, but moves up and down.

Top Tips for Recording High-Quality Videos

-Use considered lighting.

-Think carefully about the sounds that you will use, e.g. music and sound effects.

-Think about the use of colour.

-Consider the use of a green screen for settings.

Devices for recording video:



iPads/tablets/smartphones

Camcorders or Cameras



Important Vocabulary

Video Audio Recording Storyboard Script Soundtrack Dialogue Capture Zoom AV (Audio Visual) Videographer Zoom Pan Tilt Angle Lighting Setting Export Split Trim/Clip Titles Timeline Transitions Content Retake Special Effects Title Screen End Credits

DT: Making Protective Cases

Device needs in Polar regions	Insulating Layers for Protection	Materials and Insulation	Testing and Design
Devices such as phones, radios and GPS units need protecting from extreme cold, moisture and wind.	Layers of soft fabric such as fleece or felt help keep devices warm and prevent the batteries draining quickly.	Materials like fleece and thermal fabric provide insulation, while nylon or plastic layers protect against wind and water.	Explorers test their equipment carefully before travelling to Polar regions and are designed for temperatures as low as -60 degrees.

ESSENTIAL VOCABULARY	
Textiles	Types of cloth or woven fabric used in making clothing.
Material	The substance from which something is made (e.g. fabric, felt and foil)
Insulation	A material that prevents heat from escaping.
Water-proof	A material that does not let water pass through.
Design Brief	A statement describing what a product must do and who it is made for.
Prototype	A first model made to test an idea or design.
Join	To attach materials together using stitching.
Seam	The line where two pieces of fabric ae joined.
Function	The purpose or job that something is designed to do.
Evaluate	To judge how well a product meets the design criteria.





MAKING LINKS TO PREVIOUS LEARNING.
What should we already know?

- That products are designed for a purpose.
- How to safely use basic tools and material when making a product.
- That materials have different properties.
- How to join materials using glue or tape.
- How to design and evaluate products.

MAKING LINKS TO NEW LEARNING.
What will we know?

- How to research, design, make and evaluate a product for a specific purpose.
- How textile materials can be joined, strengthened and insulated.
- Design a protective pouch suitable for use in cold and windy conditions.
- Test and evaluate materials to see how well they keep warmth in and keep water out.

LANGUAGE ANGELS Nom: _____ Classe: _____

Quel temps fait-il ?

phonics

ch
sound in:
- chaud

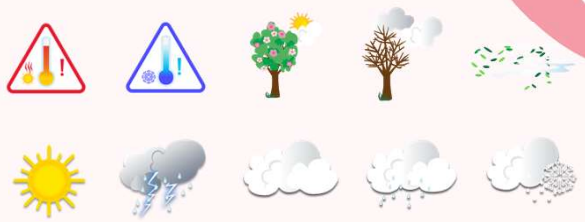
ou
sound in:
- l'ouest
- aujourd'hui

oi
sound in:
- froid

silent letters
Sometimes, letters at the end of a word in French are silent, like 'vent', 'chaud', 'froid', 'pleut', and 'nord'.

vocabulary

10 common weather phrases.



Key question:



Quel temps fait-il ?
What's the weather like?

Compass points:

le nord	le sud	l'ouest	l'est
the north	*the south*	*the west*	*the east*

grammar

To understand better the use of the verb 'faire' (to do/make) and 'il y a' (there is/are) in set weather phrases:



Il fait chaud.
It's hot.



Il y a du soleil.
It's sunny.

Both of these phrases translate as "it's..." in English in this context.

What I will learn:

- ☐ Objective 1: I will learn how to ask what the weather is like and respond in French.
- ☐ Objective 2: I will learn how to recognise and recall the conjunctions 'et' *(and)* & 'mais' *(but)*.
- ☐ Objective 3: I will learn how to recognise and recall the 4 core compass points in French.
- ☐ Objective 4: I will learn how to recognise and recall numbers 1-31 in French to say the temperature.
- ☐ Objective 5: I will learn how to recognise and recall the 7 days of the week and the time of day in French.
- ☐ Objective 6: I will learn how to present a weather forecast in French.

Name: .....

Class: .....

Introduction to songwriting

Year 5 Term 1

Listen out for:

- The structure (verse, chorus etc).
- The hook or hooks (the catchiest part of the song).
- The texture – the way sounds have been combined, and the effect it creates.

When you write a song you can include any instruments that you like. In *Wonderwall*, you can hear:


drums


acoustic guitar


cello


electric guitar


piano



Wonderwall is a song by English rock band Oasis. Their music was known as Britpop.

Texture - think about:

- Is there one singer, or several?
- Are there lots of instruments (a thicker sound) or just one or two (a thinner sound)? Or no instruments at all (acapella)?
- Does the texture stay the same throughout the song or does it change?



Destiny's Child was an American group. One of their most famous singers is Beyoncé.

Riff = a short repeated idea. It might be on an instrument or a voice like 'Ah, freak out!'.

Smalltown boy is a song by English pop band Bronski Beat. Their music was known as synthpop as they used electronic synthesiser keyboards.



Unison= singing or playing the same notes together.
Harmony = singing or playing other notes with the melody.

Bridge/middle 8 = a different section linking bits of the song together.

Hook = the catchiest part of the song.

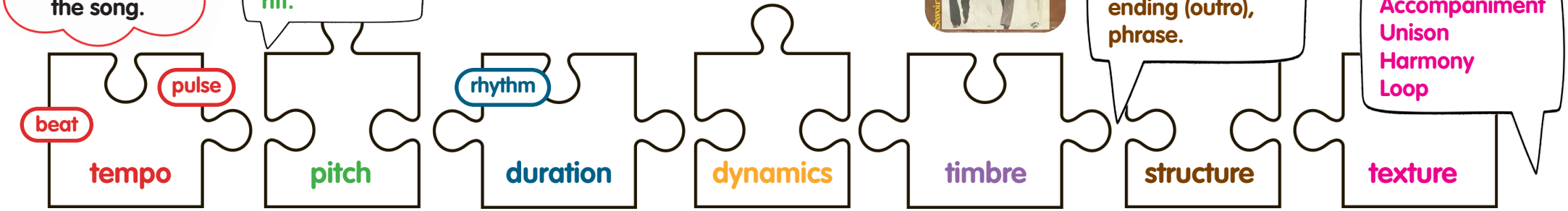
Le freak is a funk/disco song by American band Chic, led by Nile Rogers.



Verse, chorus, bridge/middle 8, introduction (intro), ending (outro), phrase.

Solo
Accompaniment
Unison
Harmony
Loop

Melody, hook, riff.



Your song:

Who will sing this song?
How old is the audience?
What theme would interest them?

If you are stuck for ideas, imagine an adventure for your plasticine person or think about how they are feeling …

How confident do you feel 'doodling' with ideas and sound (pitch and rhythm) to create a strong song hook?

Add a comment:

Your hook - line 1
Powerful, quirky, interesting - experiment with words and rhythms (how you say the pattern of the words).

Your hook - line 2
Write a second line that rhymes with the first - is it catchy? Does it make sense?

Make up a melody to go with your lyric hook - start by singing any note and 'doodling' with your voice.

If you have time you could write more verses, add a new section or 'bridge', make up a part for a 'live' instrument or develop your song using GarageBand or a looping app such as Looper.

Katy Perry is a famous American singer-songwriter.





Ed Sheeran is a famous English singer-songwriter who often uses a 'loop' (repeated phrase).

Bruno Mars is a famous American singer-songwriter and record producer.



Metaphor - describing something by saying something else. Song writers often use metaphors.

1950s/ 1960s	1970s/ 1980s	1990s/ 2000s	2010s/ 2020s
Rock and Roll Rock R and B/ Soul	*Le Freak* by Chic (1978). *Smalltown Boy* by Bronski Beat (1984).	*Wonderwall* by Oasis (1995). *Say my name* by Destiny's Child (1999).	*Firework* by Katy Perry (2010). What other songs do you know?

Name: .....

Class: .....

Why we sing

Year 5 Term 1

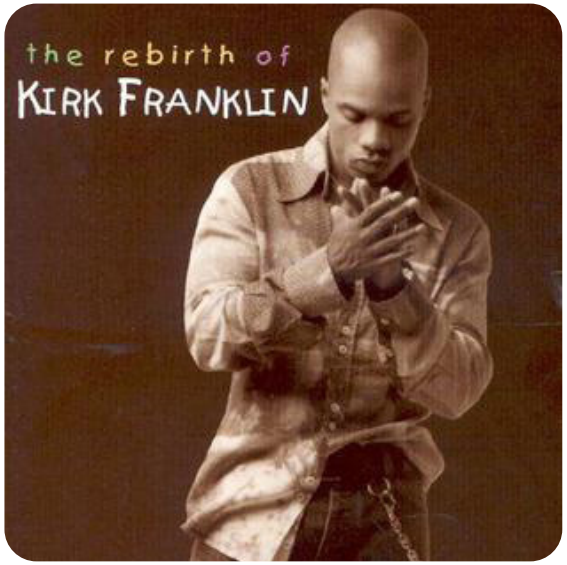
Spirituals and Gospel songs have similar origins in African American history and culture. They evolved as 2 distinct styles with different purposes.

Spirituals

- Developed by enslaved Africans in the USA to express their adopted Christian faith.
- They were also a secret way of communicating.
- Traditionally sung unaccompanied (acappella).

Gospel songs

- Developed after the American Civil War (1865).
- Church based music used for worship.
- Influenced by several African American styles, including Spirituals and Blues.
- Described as 'composed folk songs'.
- Almost always accompanied, and have verses and choruses.



Why we sing is a modern Gospel song written by Kirk Franklin in 1993.

In the 'live' performance video the performers sing the 'call' and the congregation sing the 'response'.

Song Bank

- *Wade in the water*
- *This little light of mine*
- *People get ready*
- *When the saints go marching in*

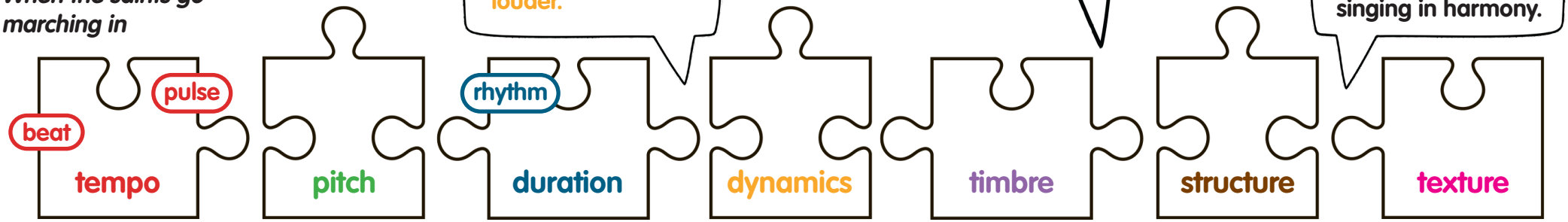
Melody = the tune.
Harmony = notes to add to the tune.

Quieter, louder
crescendo = getting louder.

Choir = group of singers.
Acappella = unaccompanied singing.
Congregation = people in church
Electric piano, bass guitar, drum kit.

Call-and-response
Verse/chorus
Spoken interlude
Phrase = a musical sentence.

Unison = singing the same tune.
Homophonic = singing in harmony.



How singers use their voices

improvising	-	music created spontaneously.
vocal bends	-	bending the pitch of a note up or down.
vocal slides (glissando)	-	sliding up or down to other notes.
vocal decoration	-	slides, bends, 'twiddles' etc.
solo voice	-	one person singing.
melody	-	singing the tune.
harmony	-	other notes that sound good with the melody.
legato	-	singing or playing smoothly.
diction/ articulation	-	clear words and emphasis.

How confident do you feel talking about Gospel music using musical language?



Add a comment:

- Kirk Franklin an American songwriter, choir director and pianist.
- The most successful modern Gospel artist.
- Won 16 Grammy awards.
- Blends other styles of music like Hip Hop and Rock with the more traditional Gospel sound.

Instruments you might expect to find in a Gospel band - drum kit, piano, electric bass







Shackles (Praise You) was released by American singer-songwriters, Mary Mary in 2000.

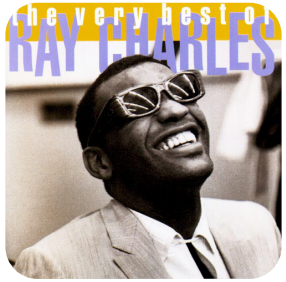
Practise moves and actions to go with this song.

Mahalia Jackson (1911 - 1972)

Ray Charles (1930 - 2004)

Aretha Franklin (1942 - 2018)







Gospel singers are expressive and use their voice and whole body when they sing.

17th Century

Spirituals are songs that were composed by enslaved African people in the USA. Gospel music grew out of these songs.

18th Century

19th Century

American Civil War 1861-1865 slavery ended in America in 1865.

20th Century

1993 *Why we sing* by Kirk Franklin.

21st Century - present

Gospel music is still written today and used as part of worship in Christian churches all over the world.

Words you will learn:

civil partnership
A legal relationship that gives two people many of the same rights as marriage.

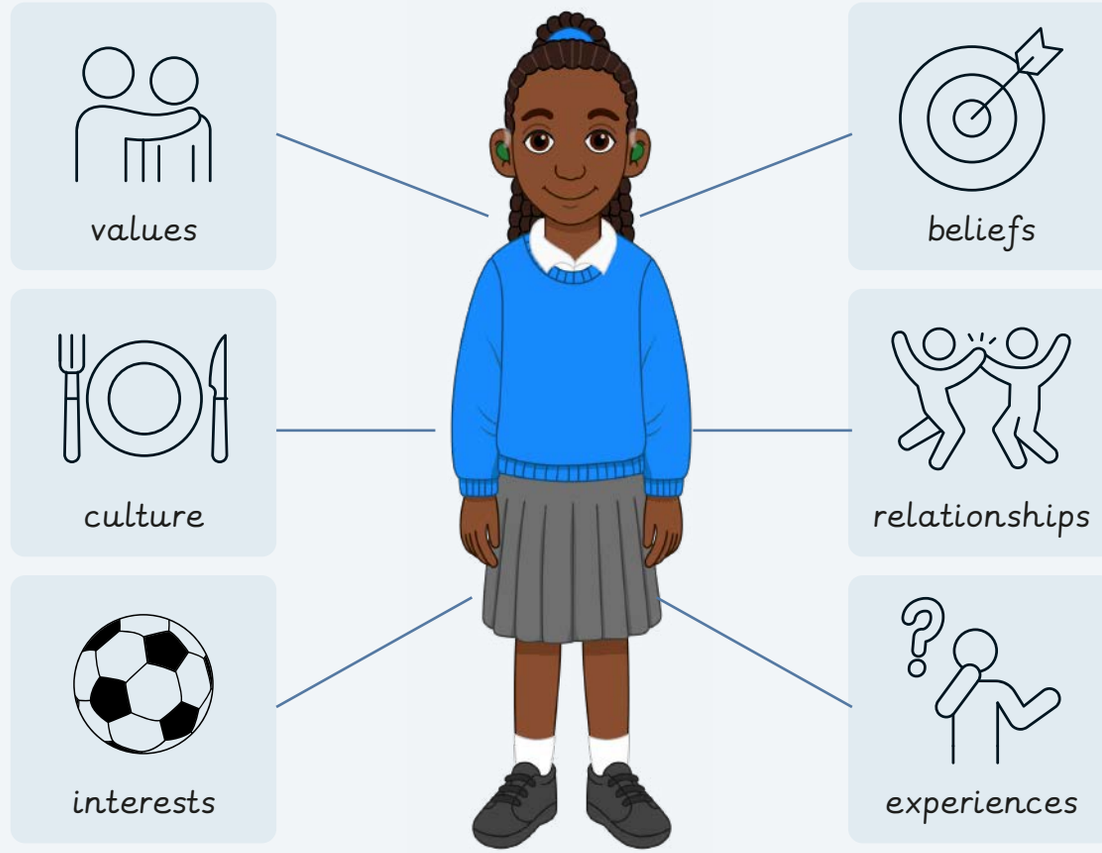
commitment
A promise to keep supporting someone or something over time.

conflict
A disagreement between people with different ideas or feelings.

influence
The power to affect how someone thinks or acts.

marriage
A legal joining of two people who choose to share their lives together.

support
Help or care given to others or received from others.



Healthy relationships can be with family, friends and other trusted adults. As we grow older our relationships change.

Healthy relationships grow when we:

Communicate honestly → Trust and support each other → Respect boundaries → Balance everyone's needs → Resolve conflict respectfully

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Families can look different. Families show care and commitment in different ways.

Some are legal commitments like marriage or civil partnership.



Some commitments support and protect each other.



All families deserve respect and kindness.

Friendships can grow, change or end.

Healthy friendships can support our mental health by helping us feel happy, safe and confident.

Healthy friendships ✓	Unhealthy friendships ✗
• Trust each other • Support each other • Are honest • Solve problems respectfully	• Pressure you • Ignore your boundaries • Break promises

Disagreements are a normal part of healthy friendships. When a disagreement happens:

- Stay calm
- Listen to each other
- Speak in a way that is respectful and assertive
- Find a compromise
- Move forward together

Speak to a trusted adult if:

- someone repeatedly ignores your boundaries
- someone makes you feel unsafe
- someone pressures you to do something unsafe
- you are worried about someone else



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"He is the Messiah, the King of Israel." John 1:41

RE KNOWLEDGE ORGANISER
Was Jesus the Messiah?

Year 5
Unit: Incarnation

Hope
Peace
Love

1 THE MESSIAH JOB DESCRIPTION (OT PROPHECIES)

The Jews were waiting for a Messiah – a special leader who would save them. The Old Testament gives us clues about what the Messiah would be like.

The Messiah would bring hope, justice and God's kingdom to earth.

BORN IN BETHLEHEM (Micah 5:2)
The Messiah would be born in Bethlehem, not a king's palace.

FROM KING DAVID'S FAMILY
(2 Samuel 7:12–16)
He would be a descendant of King David.

SPECIAL TITLES (Isaiah 9:6)
Wonderful Counsellor, Mighty God, Prince of Peace, Child with Light.

SUFFERING SERVANT (Isaiah 53)
He would suffer for others, take on their pain and bring healing.



2 THE GOSPEL CONNECTION (NT FULFILMENT)

The New Testament shows us how Jesus fulfilled the prophecies. He didn't just meet expectations – He was the Messiah!



ANNOINTING (Oil/Spirit)
Jesus was anointed by the Holy Spirit at his baptism. (Luke 3:21–22)



BORN IN BETHLEHEM
(Matthew 2:1–6)
He was born in Bethlehem, just as predicted.



LINE OF DAVID
(Matthew 1:1–17)
He was a direct descendant of King David.



JESUS AT BAPTISM
(Mark 1:9–11)
The voice from heaven confirmed who He was: "My Son, the Beloved."

3 EXPECTATION vs. REALITY (CONFLICT!)

Jesus didn't just meet the hopes of the people – He turned their expectations upside down!

WHAT THE PEOPLE EXPECTED	WHAT REALLY HAPPENED
A powerful king who would set up a great kingdom.	He came in humility, riding a donkey. (Mark 11:1–10)
A warrior who would fight and drive out the Romans.	He brought peace, not war. (Matthew 5:9)
Someone who would rule with power and wealth.	He served others and gave his life for us. (Mark 10:45)
A king who would bring quick freedom.	He rose again, bringing eternal life. (Luke 24:1–7)

"Jesus is not just a king, He is the King of Kings."

4 THE BIG QUESTIONS (PERSPECTIVES)



Christian Child
"Jesus is the Messiah because He fulfilled prophecy, performed miracles and rose again!"

1st Century Critic
"He didn't match what we expected. He didn't fight the Romans and he let himself be arrested."

Jewish Child
"I believe He is the Messiah, but I'm still waiting for Him to bring peace and rebuild the Temple."

Modern Believer
"The empty tomb proves He is the Messiah and has real power over death."

KEY VOCABULARY

Prophecy	A message from God about the future.
Incarnation	God becoming human in the person of Jesus.
Messiah	The chosen one, sent by God to save His people.
King	A ruler or leader.
Servant King	A king who serves others with love and humility.
Anointing	To be chosen and filled with the Holy Spirit.
Resurrection	Coming back to life after death.

HOW DOES THIS MATTER?

Understanding who Jesus is helps Christians to:

TRUST Him as their Saviour and guide.

FOLLOW His example of love and service.

BELIEVE that He brings hope, justice and peace.

LIVE with faith, kindness and courage.

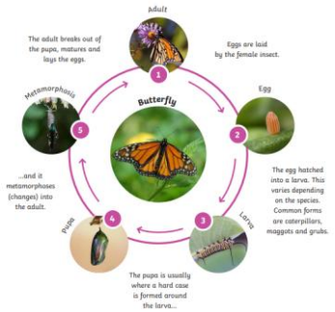
SHARE the good news with others.

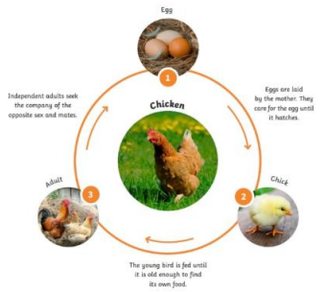
LOOK FORWARD to His return and a new world.

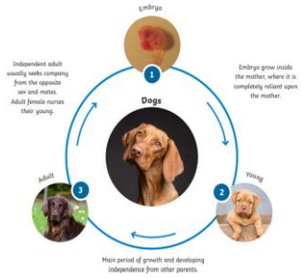
"For to us a child is born, to us a son is given... and he will be called Wonderful Counsellor, Mighty God, Prince of Peace." Isaiah 9:6

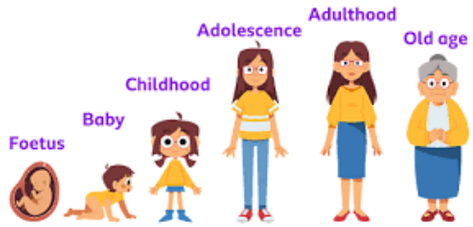
Life Cycles

KNOWLEDGE ORGANISER











Key Vocabulary	
Life cycle	The series of stages an organism undergoes from the beginning of it's life until its death.
Metamorphosis	A complete and dramatic change in an animal's body shape and structure as it grows from an egg into an adult (like a caterpillar turning into a butterfly).
Incomplete Metamorphosis	A type of life cycle where an animal changes gradually without a pupa stage; the young (nymphs) look like tiny versions of the adults but without wings.
Reproduction	The biological process by which new individual organisms is formed.
Maturing	The process of development in an organism that leads to it reaching it's full growth and functional capacity.
Amphibians	A class of cold blooded vertebrates, categorised by their ability to both live on land and in water.
Mammals	A class of warm blooded vertebrates that have hair or fun on their skin.
Reptile	A class of cold-blooded vertebrates that have dry, scaly skin,
Gestation	The period of development during the carrying of an embryo or foetus.

Investigation:

The life cycle of a broad bean

Do all living things have a life cycle?

MAKING LINKS TO PREVIOUS LEARNING.
What should we already know?

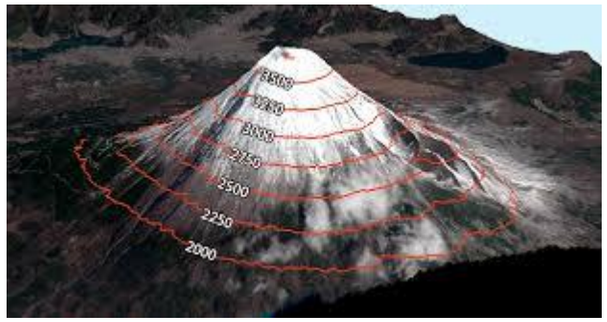
- Vocabulary from parts of plants and living things.
- Parts of the plant that helps it grow.
- Growth and development in humans.
- That all living things, including plants and animals have basic needs that need to be met in order for them to grow.
- Seeds represent the beginning of a new plants life cycle.

MAKING LINKS TO NEW LEARNING.
What will we know?

- Describe the differences in the life cycles of mamma, amphibians, insects and birds.
- Describe the changes as humans develop to old age.
- Identify which animals go through complete or incomplete metamorphosis.

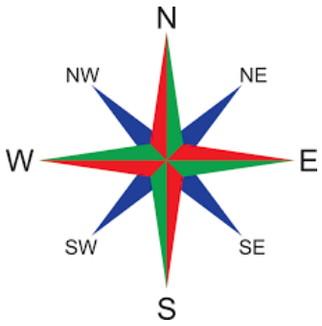
Poles: North VS South

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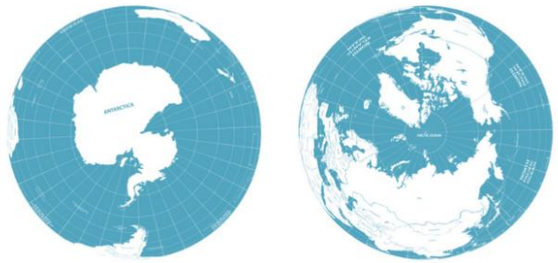








Key Vocabulary	
Arctic	The region around the North Pole, made up of a frozen ocean surrounded by land.
Antarctica	The massive, icy continent at the South Pole made up of land covered by deep ice.
Landmass	A large, solid area of land (like a continent) rather than open water or floating ice packs.
Contour Lines	Lines on a map that join places of the same height, showing if land is flat or steep.
8-Point Compass	A tool showing eight directions (N, NE, E, SE, S, SW, W, NW) used to navigate across the world.
Biome	A large, natural area of the world with its own specific climate, plants and animals.
Tundra	A cold, dry and flat biome where the ground is mostly frozen.
Polar	A massive, freezing cold ecosystem located at the very top and bottom of the Earth.
Conservation	Looking after nature and protecting wild places so they aren't damaged or destroyed.



MAKING LINKS TO PREVIOUS LEARNING.
What should we already know?

- The world is a sphere split by an imaginary line called the Equator, which is the warmest part of the planet.
- Hot and cold places have different weather patterns, types of weather and seasons.
- How to use simple maps, globes and 4 point compasses to find places.

MAKING LINKS TO NEW LEARNING.
What will we know?

- How to pinpoint the exact location of the North and South Poles on world maps.
- The major geographical differences between the frozen sea of the Arctic and the rocky land continent of Antarctica.
- How to guide ourselves across a polar map using 8-point compass and read heights using contour lines.
- How to identify and contrast the extreme conditions of both Polar and Tundra biomes.
- Why the poles need protecting and how it helps keep the climate safe.

Year 5 Term 1B Overview

Objectives that are in pink are a Y5/Y6 statutory requirement and individual words highlighted pink are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

Week 1 **Words with 'silent' letters**	Week 2 **Words with 'silent' letters**	Week 3 **Modal verbs**	Week 4 **Words ending in 'ment'**	Week 5 **Adverbs of possibility and frequency**	Week 6 **Statutory Spelling Challenge Words**	Week 7 **Review Week**
doubt	wrestle	can	equipment	certainly	vegetable	Within this assess and review week, use the provided **Spot the Mistake with Mr Whoops** sheets within the pack to assess pupil progress against the objectives that have been covered during the half term. In addition, you may want to use our **Y5 Term 1B Spelling Dictation Sentences** as an assessment tool.
lamb	wrapper	could	environment	definitely	vehicle	
debt	island	may	government	possibly	bruise	
thumb	aisle	might	parliament	perhaps	soldier	
solemn	debris	must	enjoyment	probably	stomach	
autumn	mortgage	shall	document	frequently	recommend	
column	castle	should	management	often	leisure	
knight	yacht	will	movement	occasionally	privilege	
knuckle	guarantee	would	replacement	rarely	occur	
knot	guilty	ought	statement	always	neighbour	