



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019      TEACHER: Mr Siddall   Teaching Assistant: Miss Booth and Mrs Binjie   YEAR GROUP: 5



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TOPIC TITLE: WW2    BOOK FOCUS: Goodnight Mister Tom by Michelle Magorian

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<b>English Text Type</b>	Recount linked to Beaumanor Hall Trip	Fiction - Stories with Flashbacks	Fiction - Stories with Flashbacks	Fiction - Stories with Flashbacks	Non-Fiction - Diary	Non-Fiction - Diary	Non-Fiction - Diary
<b>Reading Comprehension</b>	Non Fiction	Goodnight Mister Tom	Non Fiction	Poetry	Non Fiction	Non Fiction	Poetry
<b>Spelling, Punctuation and Grammar</b>	Non negotiables recap.	Expanded noun phrases	Relative clauses	Past progressive tense	Commas for clarity	Past perfect tense	Semi colons
<b>Maths</b>	Block 1: Place Value	Block 1: Place Value	Block 1: Place Value	Block 2: Number - Addition and Subtraction	Block 2: Number - Addition and Subtraction	Block 3 - Statistics	Block 3 - Statistics
<b>Science Working Scientifically</b>	<p><u>National Curriculum Objective</u></p> <p>To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to use test results to make predictions to set up further comparative and fair tests</p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to use test results to make predictions to set up further comparative and fair tests</p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p><u>National Curriculum Objective</u></p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>



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	<p><b>Skills and Knowledge</b> Know that there can only be one independent variable for a fair test. Know what a fair test means Know what can impact on an investigation being fair Know what questions to investigate Know what a prediction is. Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. <b>Begin to suggest</b> improvements to my method and give reasons. Begin to select the most appropriate ways to</p>	<p><b>Skills and Knowledge</b> Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Select equipment on my own. Begin to take accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup> V, km/h, m per sec, m/ sec Graphs - pie, line Begin to decide how to record data from a choice of familiar approaches.</p>	<p><b>Skills and Knowledge</b> Begin to interpret data and find patterns Begin to use test results to make predictions to set up further comparative and fair tests. Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Begin to choose how best to present data Am beginning to report and present findings from enquiries , including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Begin to draw conclusions based on their data and observations, use evidence to justify their</p>	<p><b>Skills and Knowledge</b> Know that there can only be one independent variable for a fair test. Know what a fair test means Know what can impact on an investigation being fair Know what questions to investigate Know what a prediction is. Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. Begin to suggest improvements to my method and give</p>	<p><b>Skills and Knowledge</b> Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Select equipment on my own. Begin to take accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup> V, km/h, m per sec, m/ sec Graphs - pie, line Begin to decide how to record data from a choice of familiar approaches.</p>	<p><b>Skills and Knowledge</b> Begin to interpret data and find patterns Begin to use test results to make predictions to set up further comparative and fair tests. Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Begin to choose how best to present data Am beginning to report and present findings from enquiries , including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Begin to draw conclusions based on their data and observations, use evidence to justify their</p>	<p><b>Skills and Knowledge</b> Begin to interpret data and find patterns Begin to use test results to make predictions to set up further comparative and fair tests.</p>





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<b>History</b> World War !!	To be able to continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	To be able to understand how our knowledge of the past is constructed from a range of sources	To be able to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	To be able to note connections, contrasts and trends over time and develop	To be able to note connections, contrasts and trends over time and develop	To be able to understand how our knowledge of the past is constructed from a range of sources	To be able to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	<u>Skills and knowledge</u> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how to place historical events and people from the past societies and periods in a chronological framework. Know when WW2 happened in relation to today and the birth of Jesus. Know the Core dates eg. start and end dates. Use timelines to place and sequence local, national and international events.	<u>Skills and knowledge</u> Know the countries involved in WW2. Know the reasons for the start of the war. Give causes and consequences of the main events. Use dates and terms accurately. Geography Links - Confidently use maps, globes and google Earth to identify the countries involved in WW2.	<u>Skills and knowledge</u> Know what propaganda is and why it was used. Look at different versions of the same event and identify differences in the account eg. propaganda. Give clear reasons why there may be different accounts of history. Know that people (now and in the past) can represent events or ideas in ways that persuade others.	<u>Skills and knowledge</u> Geography Link - Describe how the war impacted trade links and rationing on items coming from other countries Know how the war affected life in Britain eg. rationing,	<u>Skills and knowledge</u> Know that the diet in wartime Britain was healthier than a modern diet. Know how the war affected life in Britain eg. rationing, evacuation, bomb shelters, women in work.	<u>Skills and knowledge</u> Use sources to collect information about the past. Ask a range of questions. Choose reliable sources of evidence	<u>Skills and knowledge</u> Know how the war is remembered today. Know that the war is still within living memory of some people. Know the lasting impact on families. Describe the main changes in a period of history.



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	Describe events using historical vocabulary.						
	<b>Activity</b> Use popplet and thinglink to create timelines for the main events of WW2.	<b>Activity</b> Children to create a video on how the war started - countries involved -	<b>Activity</b> Create own propaganda	<b>Activity</b> Trade links and rationing	<b>Activity</b> Learn about life in Britain	<b>Activity</b> Analyse sources	<b>Activity</b> End of the war
<b>Art</b> Sculptures of Henry Moore during WW2		<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to learn about great artists, architects and designers in history.</li> </ul>	<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to learn about great artists, architects and designers in history.</li> </ul>	<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<b>National Curriculum Objective</b> <ul style="list-style-type: none"> <li>To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>



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		<p><b><u>Skills and Knowledge</u></b>            Know who Henry Moore was.            Know about the work of Henry Moore during WW2 period            Know what the term abstract art means.            Know the materials that Henry Moore worked with.            research the work of an artist and use their work to replicate a style.            Know the materials that Henry Moore worked with.            Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p><b><u>Skills and Knowledge</u></b>            Know that many of Henry Moore's sculptures were inspired by the drawing he made during air raids in the underground during WW2.            Know that many of the sculptures were inspired by the human form.            Annotate work in sketchbook.            Work from a variety of sources including observation, photographs and digital images.            Use a sketchbook to collect and develop ideas.</p>	<p><b><u>Skills and Knowledge</u></b>            Know that a cool environment is needed to work with clay.            Know that 2 smooth pieces of clay will not join securely.            Know how to join clay securely.            Know how to create a smooth finish on clay.            Know that some clay is air-dried and some kiln-fired.            experiment by using marks and lines to produce texture.            experiment with shading to create mood and feeling.            Develop skills in using clay including joins using slip and etched surfaces.</p>	<p><b><u>Skills and Knowledge</u></b>            experiment with media to create emotion in art.            know how to express emotion in art. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.            Shape, form, model and construct from observation or imagination.            Plan a sculpture through drawing and other preparatory work.</p>	<p><b><u>Skills and Knowledge</u></b>            know how to organise line, tone, shape and colour to represent figures and forms in movement.            Adapt their work according to their views and describe how they might develop it further.            Use recycled, natural and man-made materials to create sculptures.</p>	<p><b><u>Skills and Knowledge</u></b>            Explore the roles and purposes of an artist working in a different time.            Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.            Identify artists who have worked in a similar way to their own work.</p>
	No Lesson due to Intriguing Introduction Trip.	<p><b><u>Activity</u></b>            Compare different pieces of his work and identify how we can tell it was creating during WW2 period</p>	<p><b><u>Activity</u></b>            Create questions about Henry Moore's work using the skills and knowledge of that lesson and go round the room getting</p>	<p><b><u>Activity</u></b>            Work with clay see how it is best used. Second half of the lesson - imitating a Henry Moore sculpture.</p>	<p><b><u>Activity</u></b>  <b>Finish off imitation.</b>            Plan a Henry Moore inspired sculpture. (with annotations). Books to be left open at the end for</p>	<p><b><u>Activity</u></b>            Create a Henry Moore inspired sculpture.</p>	<p><b><u>Activity</u></b>            Identify artists who have worked in a similar way to their own work.            Evaluating my work</p>





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			other children to answer them.		peer evaluation on how to improve their work.		
Computing Bletchley Park		<p><u>National Curriculum Objective</u> Solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software [...] to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p><u>National Curriculum Objective</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p><u>National Curriculum Objective</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise</p>	<p><u>National Curriculum Objective</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><u>National Curriculum Objective</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>







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PE Dance		Perform dances using a range of movement patterns	Perform dances using a range of movement patterns	Perform dances using a range of movement patterns	Perform dances using a range of movement patterns	Perform dances using a range of movement patterns	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best
	Bank Holiday	<u>Skills and Knowledge</u> perform dance to an accompaniment Know, identify and repeat the movement patterns and actions of a dance style Know how to link movements and ensuring that transitions flow.	<u>Skills and Knowledge</u> perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency develop sequences in a specific style Know, identify and repeat the movement patterns and actions of a dance style Know how to link movements and ensuring that transitions flow.	<u>Skills and Knowledge</u> perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency develop sequences in a specific style Know, identify and repeat the movement patterns and actions of a dance style Know how to link movements and ensuring that transitions flow.	<u>Skills and Knowledge</u> compose own dances in a creative way dance shows clarity, fluency, accuracy and consistency develop sequences in a specific style Know how to compose individual, partner and group dances that reflect the chosen dance style. Know how to link movements and ensuring that transitions flow. Know how to modify some elements of a sequence as a result of self and peer evaluation.	<u>Skills and Knowledge</u> perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency develop sequences in a specific style Know how to link movements and ensuring that transitions flow. Know how to compare and improve work using dance vocabulary.	<u>Skills and Knowledge</u> compose own dances in a creative way dance shows clarity, fluency, accuracy and consistency develop sequences in a specific style Know how to compose individual, partner and group dances that reflect the chosen dance style. Know how to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Know how to modify some elements of a sequence as a result of self and peer evaluation.



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	Bank Holiday	<b>Activity</b> Perform the Charleston.	<b>Activity</b> Perform the Lambeth Walk.	<b>Activity</b> Perform the Lindy Hop.	<b>Activity</b> plan an interpretive dance which tells the story of a Wartime event.	<b>Activity</b> perform an interpretive dance which reflects an aspect of WWII.	<b>Activity</b> Plan and perform in a WWII style dance party.
RE Ourselves Life Choices	L.O. A deepening awareness of 'Who I am'.  Big question - Created in the image and likeness of God.  Explore - I can explore, discuss and compare with others my own and their ideas and questions about an awareness of 'Who I am'.	LF2 - The qualities God gives us and wants us to develop.  L.O. I can make links between scripture stories and Christian beliefs, actions and prayers.	LF4 - Christians are called to be like God and sometimes it takes courage to use these qualities for the service of others.  L.O. I can explore and write about how actions and decisions are linked to beliefs and values.	LF6 - God as a loving parent.  L.O. I can explore and discuss the fruits of the Holy Spirit and link these to how Christians live their lives.	<b>Explore</b> - Showing care and commitment.  I can explore, discuss and compare with others my own and their ideas and questions about showing care and commitment	LF2 - The different ways of living our mission.  L.O. I can explore and discuss what it means to be a prophet and an apostle describing how they lived their lives making links between their life and Christian beliefs.	LF4 - Assessment
	In pairs discover each other's talents and qualities. Put these together as a class and discuss and make links between talents and qualities. Discuss what this means for how we and others behave. Each child identifies their own talents or qualities and records this onto a star	In the reading God says, "Let us make people to be like ourselves." Describe how this excerpt and the reading as a whole might affect the daily life of a Christian. Record this as a diary extract, giving examples of how the scripture shapes our daily life.	Research the life of a significant person showing how their love of God inspired their lives and how religious belief shaped their lives. - IPADS	Write an <b>EXTENDED PIECE</b> of writing for a parent based on the words of Paul, putting in the qualities you would expect to find. Cross reference other sources, scripture and prayers in your writing.	Paint your own friendship picture making sure you include elements of commitment, responsibility and fidelity. Compare friendship paintings in groups and explain the reasons for your composition.	Using what you have discussed in the key questions and the reading from Ephesians, design a job description for the position/role of someone in Christian service and explain how the person must have grown up to be like Christ.	



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	template.						
	<p>LF1 - You are a holy people.</p> <p>L.O. I can explore, discuss and compare with others my own and their ideas an questions about an awareness of 'Who I am'.</p>	<p>LF3 - Our unique God given qualities and gifts and appreciation of difference.</p> <p>L.O. I can explore and reflect upon my own personal uniqueness using Scripture and other sources.</p>	<p>LF5 - God is the 'gift giver'.</p> <p>L.O. I can explore and discuss 'God is the gift giver' and link this to other sources and to how Christians live their lives.</p>	<p>RESPOND - Remembering, celebrating and responding to a deepening awareness of 'Who I am' and ourselves as made in the image and likeness of God.</p>	<p>LF1 - We all have a mission.</p> <p>L.O. I can explore and discuss my own mission and how I might live this out in my life, giving reasons how my actions will shape my life.</p>	<p>LF3 - The Sacrament of Marriage; the promises.</p> <p>L.O. I can explore and discuss the promises made during the Sacrament of Marriage, giving reasons for these and how they shape peoples' lives.</p>	<p>LF5 - Showing love to one another in marriage.</p> <p>L.O. I can explore and discuss how all are called to live in love and service describing how I would live this out in my life giving reasons for my actions.</p>
	<p>Happy are the Peacemakers' - which outlines St. Paul's words and how we might live these out through our thoughts and actions.</p> <p><b>EXTENDED PIECE</b></p>	<p>Reflect on Colossians 3:10-11 God's Story 3 page 147, and write a reply letter to Paul explaining how you value your personal uniqueness and how it helps you to live as a child of God - explore further links to Christian beliefs.</p> <p><b>EXTENDED PIECE</b></p>	<p>Write paragraphs entitled 'Recipe for living'. Use as inspiration the last paragraph of Paul's letter as well as other pieces of Scripture, linking it to our own lives.</p>	<p>In small groups read and discuss the poem, 'Footprints' saying what you like and understand about it. On a template of a foot write a prayer of thanks to God about a time when you felt God's support and strength. Create a class display.</p>	<p>Ask the children to explore their own mission, by looking at the activities of a week and describe the various missions/ service they are involved in, use the words highlighted. Give reasons for some of their actions.</p> <p><b>EXTENDED PIECE</b></p>	<p>Read and discuss the Promises. In your own words say what you think they might mean in terms of thoughts and actions within daily life.</p>	<p>Write a letter to one of your parents/carers expressing your appreciation for their love and care, giving examples.</p> <p><b>EXTENDED PIECE</b></p>
<p><b>Music</b> Mixed Woodwind</p>	<p><u>National Curriculum Objective</u> Listen with attention to detail.</p>	<p><u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts.</p>	<p><u>National Curriculum Objective</u> Use and understand staff and other musical notations.</p>	<p><u>National Curriculum Objective</u> Listen with attention to detail.</p>	<p><u>National Curriculum Objective</u> Use and understand staff and other musical notations.</p>	<p><u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Improvise and compose music.</p>	<p><u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts.</p>



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		Use and understand staff and other musical notations.	Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts.			Use and understand staff and other musical notations.
	<b>Skills and Knowledge</b> Name the parts of the different woodwind instruments Stand or sit correctly.	<b>Skills and Knowledge</b> Move from one note to the next without hesitation.	<b>Skills and Knowledge</b> Understand the function of musical notation.	<b>Skills and Knowledge</b> Playing in parts. Play their part in time with others.	<b>Skills and Knowledge</b> Understand quaver notes or eighth notes. Understand tonguing and articulation. Be able to play quaver notes using the tongue to articulate the sound.	<b>Skills and Knowledge</b> Play the new notes C and F.	<b>Skills and Knowledge</b> Play slurred notes. Understand the effect that they have on music
	<b>Activity</b> Standing, sitting and playing the different woodwind instruments	<b>Activity</b> Playing between notes Copy cat playing	<b>Activity</b> Notation station	<b>Activity</b> Play various rounds, two and three part compositions	<b>Activity</b> Accurately tongue and play rapid quaver exercises	<b>Activity</b> Improvising over a given chord sequence	<b>Activity</b> Playing various short motivic pieces
French Food	<b>National Curriculum Objective</b> Explore patterns and sounds of language through songs and rhymes linking sounds, spelling and meaning of words	<b>National Curriculum Objective</b> Read carefully and show understanding of words, phrases and simple writing	<b>National Curriculum Objective</b> Write phrases from memory and adapt these to create new sentences	<b>National Curriculum Objective</b> Read carefully and show understanding of words, phrases and simple writing	<b>National Curriculum Objective</b> Listen attentively and show understanding by joining in and responding	<b>National Curriculum Objective</b> Engage in spoken conversations asking/answering questions	<b>National Curriculum Objective</b> Write phrases from memory and adapt these to form new sentences
	<b>Skills and Knowledge</b> Speak paired conversations	<b>Skills and Knowledge</b> Read personal description	<b>Skills and Knowledge</b> Write a short personal description	<b>Skills and Knowledge</b> Recognise food/drink vocabulary	<b>Skills and Knowledge</b> Understand spoken conversations ordering from a menu	<b>Skills and Knowledge</b> Order a three-course meal from a menu including a drink	<b>Skills and Knowledge</b> Create a restaurant menu



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Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019      TEACHER: Mr Siddall   Teaching Assistant: Miss Booth and Mrs Binjie   YEAR GROUP: 5



St Patrick's  
Catholic Voluntary Academy

TOPIC TITLE: WW2    BOOK FOCUS: Goodnight Mister Tom by Michelle Magorian

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	Know various greeting phrases in French	Know key language for working out English meanings	Know language structures for writing sentences	Know similarities between English and French words/phrases	Know key language necessary for working out English meanings	Know language structures appropriate for doing this	Know how to adapt language from a written menu to create their own
	<b>Activity</b> Reintroduce greetings through games/songs and pupils exchange information in pairs	<b>Activity</b> Reading comprehension where pupils find key information about someone including name, age, where they live etc.	<b>Activity</b> Pupils write about themselves including what they have learned in previous lessons and extending where appropriate according to ability	<b>Activity</b> Pupils read restaurant menu and complete various games and activities consolidating understanding	<b>Activity</b> Listening comprehension where various foods/drinks are ordered and pupils work out English meaning	<b>Activity</b> Pupils order from a menu firstly practising with a partner and then speaking to the whole class	<b>Activity</b> Using ICT, pupils create a restaurant menu in French
PSHE	R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination.	R13 - Recognising the factors that make people the same or different. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.	R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.	R14 - Recognising the nature and consequences of discrimination.	R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.	R10 - Identifying how to listen and respond respectfully to a wide range of people. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.	R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.
	Understanding treating people equally	Describe the factors that make up a person's identity	Understanding and discussing stereotypes	Research local/national charities that support refugees.	brainstorming what the words 'refuge', and 'refugee	Offer advice for someone struggling in school.	Understand the importance of acceptance



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					mean'? What do they know about refugees?		
<b>British Values</b>	Mutual respect - understanding the respect we need to give for those who have helped us - linked to PSHE that week discussions on why it should be respected	Individual liberty - PSHE link - discussing why it's a person's choice to choose their identity.	Individual liberty - R.E. link - recipe for living. Understand how people will have different ways of living.	Rule of law - PSHE - understand the laws created to keep people safe	Rule of law - PSHE - understand the laws created to keep people safe	Mutual respect - R.E. understanding the respect we need to give for those who have helped us	Mutual respect - R.E. understanding the respect we need to give for those who have helped us
<b>Special Events</b>	<b>Intriguing Introduction</b> - Beaumanor Hall						<b>Expert Ending</b> - WW2 Museum of the work Y5 have done invite parents in.