



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Myths	Myths	Myths	Instructions	Instructions	Instructions
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Spelling, Punctuation and Grammar	Adverbials	Speech punctuation	Apostrophes for possession	Present perfect tense	Expanded noun phrases	Semi colons
Maths	Block 1 - Multiplying and Dividing	Block 1 - Multiplying and Dividing	Block 1 - Multiplying and Dividing	Block 2 - Fractions	Block 2 - Fractions	Block 2 - Fractions
Science Properties and changes in materials	<p>National Curriculum Objective Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>National Curriculum Objective Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>National Curriculum Objective Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>National Curriculum Objective Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>National Curriculum Objective Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>National Curriculum Objective Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>
	<p>Skills and Knowledge Compare and group materials based on their properties (e.g.</p>	<p>Skills and Knowledge Set up an enquiry based investigation.</p>	<p>Skills and Knowledge Know and demonstrate how some materials can be</p>	<p>Skills and Knowledge Use all measurements as set out in Year 5 mathematics</p>	<p>Skills and Knowledge Record data and present them in a range of ways including</p>	<p>Skills and Knowledge</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	<p>hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets. Keep an on-going record of new scientific words that they have come across for the first time. Their explanations set out clearly why something has happened and its possible impact on other things. Set up an investigation when it's appropriate. Set up a fair test when needed. Know what the variables are in a given enquiry and can isolate each one when investigating. Make predictions based on information gleaned from investigations.</p>	<p>Use diagrams, as and when necessary, to support writing. Is evaluative when explaining findings from scientific enquiry. Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate.</p>	<p>separated (e.g. through filtering, sieving and evaporating). Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Know that mixtures can be separated through sieving, filtering and evaporating. Use other scientific instruments as needed.</p>	<p>(measurement), including capacity and mass. Know and explain how a material dissolves to form a solution. Know and show how to recover a substance from a solution. Know and demonstrate that some changes are reversible and some are not. Know how some changes result in the formation of a new material and that this is usually irreversible. Know what a reversible change means. Know what an irreversible change is. Know some examples of reversible and irreversible changes. Know that some materials dissolve in liquid to form solutions.</p>	<p>diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs. Create new investigations which take account of what has been learned previously. Frequently carry out research when investigating a scientific principle or theory.</p>	<p>Present information related to scientific enquiries in a range of ways including using IT.</p>
	<p>Activity Chn will write the definition for the properties of material and will test items against these properties.</p>	<p>Activity Design an Egyptian museum using range of materials for the correct purpose eg. Glass for the display cases as it's transparent, wood for the stands as its hard etc.</p>	<p>Activity Design a water filter to turn dirty water to clean water</p>	<p>Activity Explore separating mixtures/solution using sieves, filter paper etc.</p>	<p>Activity Heat a range of foods, will they be reversible or irreversible reactions?</p>	<p>Activity Present the results from the previous lesson.</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	<p>National Curriculum Objective To be able to demonstrate a chronologically secure knowledge of Ancient Egypt.</p>	<p>National Curriculum Objective They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>National Curriculum Objective To be able to construct informed responses by learning the about the mummification process.</p>	<p>National Curriculum Objective They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>National Curriculum Objective To be able to make connections of trends over time and by exploring ancient Egyptian writing systems.</p>	<p>National Curriculum Objective They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<p>History Ancient Egyptians</p>	<p>Skills and Knowledge Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt. Know when the Egyptian period was in relation to Shang Dynasty, Ancient Sumer and Indus Valley. Know that Cleopatra was the last Egyptian Pharaoh before the Romans took over. Know that Tutankhaman was known as the boy king. His tomb was found in 1922. Use timelines to place and sequence local, national and international events.</p>	<p>Skills and Knowledge Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.</p>	<p>Skills and Knowledge Know that the Egyptians were the first civilisation to invent writing. Know that the pyramids were tombs built for important Egyptians by slaves. Know about the religious beliefs of the Egyptian society. Know that the Egyptians believed in many Gods.</p>	<p>Skills and Knowledge Know the hierarchy of Egyptian life. Know how the Egyptians prepared the dead for the afterlife.</p>	<p>Skills and Knowledge Describe events using historical vocabulary. Know that the Nile is the main river in Egypt and it's significance to Egyptian life.</p>	<p>Skills and Knowledge Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	<p>Know that their art work told a story. Know that Egyptian art often adorned the walls of tombs. Question and make thoughtful observations about starting points and select ideas to use in their Work. Explore the roles and purposes of artists working in different times and cultures.</p>	<p>Know that Egyptians made smaller version of the scene and uses grids to scale them up to make large wall murals. Know how to convert a small grid picture into a large scale mural.</p>	<p>Know that the Egyptian had a specific set of rules for drawing bodies. Know that they use hieroglyphics in their art work.</p>	<p>Know how to organise line, tone, shape and colour to represent figures and forms in movement. Show an awareness of how paintings are created.</p>	<p>Begin to develop an awareness of composition, scale and proportion in their work. Develop a painting from a drawing. Trying out different media and materials and mixing appropriate colours.</p>	<p>Research the work of an artist and use their work to replicate a style.</p>
	<p>Activity Explore tomb art - shape, story, colour and analyse this</p>	<p>Activity Have a small picture and enlarge it using a scaling grid method.</p>	<p>Activity Begin to learn how to draw bodies and incorporate hieroglyphic into their work.</p>	<p>Activity Draw a small scale version of the tomb wall.</p>	<p>Activity Enlarge the wall using taught methods.</p>	<p>Activity Continue art and compare to existing tomb art.</p>
Computing E-Safety - Cyber Bullying	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
	<p>Skills and Knowledge Understand that they have to make choices when using</p>	<p>Skills and Knowledge Know what cyber bullying means.</p>	<p>Skills and Knowledge</p>	<p>Skills and Knowledge Show how to use positive language online.</p>	<p>Skills and Knowledge</p>	<p>Skills and Knowledge Understand that they have to make choices when using</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	technology and that not everything is true and/or safe.	Know the impact of cyber bullying. Knowing that cyber bullying is just as serious an offense as in real life.	Know that cyber bullying can happen in a variety of ways such as phones etc.	Recognise when digital behaviour is unkind. Know how to report cyber bullying.	Know how to prevent cyber bullying.	technology and that not everything is true and/or safe. Show how to use positive language online. Recognise when digital behaviour is unkind. Be a responsible digital citizen.
	Activity Recap of e safety	Activity Identify and explore what cyber bullying is	Activity Identify the forms which cyber bullying can be presented through	Activity Know how to report it	Activity Know how to prevent it	Activity Create a guide on what has been learnt - showcase the best ones around school
PE SWIMMING	National Curriculum Objective Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]					
	Skills and Knowledge					
	Know the key techniques to swim front crawl. Know the key techniques to swim breast stroke. Know the key techniques to swim back stroke. Know 2 famous swimmers. Know a technique for treading water. Swim 25m without stopping. Jump into the water in different ways. Perform a hand stand underwater for 3 seconds. Perform a summersault in the water.					
	Activity Swimming will be taught by qualified instructors at Portland LC					
	Big question - do we all have a mission in life?	LF1 - I can explore and discuss how I can live out 'Good News for the poor', giving reasons	LF3 & LF4 (use both for one lesson) - I can research and write about our diocese and its	Assessment	Big question - Why do we need memories?	LF2 - I can explore and discuss depictions of the Last Supper, giving reasons for what



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
RE Mission Memorial sacrifice		for my actions. - extended	mission, making links to other sources. - extended			happened and linking these to other sources. - extended piece
	Explore - I can explore, discuss and compare with others my own and their ideas and questions about the mission of inspirational leaders.	LF1 - I can explore and discuss how I can live out 'Good News for the poor', giving reasons for my actions. - extended	LF3 & LF4 (use both for one lesson) - I can research and write about our diocese and its mission, making links to other sources. - extended	Assessment	Explore - I can explore, discuss and compare with others how memories are kept alive.	LF2 - I can explore and discuss depictions of the Last Supper, giving reasons for what happened and linking these to other sources. - extended piece
	LF2 - I can make links between Jesus' mission and my mission and that of our school	LF5 - I can explore and discuss scripture and link this to other sources to show how Christians can live their lives.	LF6 - I can explore and discuss other Christian unity, linking this to other sources.	Respond and encounter/liturgy	LF1 - I can explore, discuss and write about the Passover making links to other scripture and sources.	LF3 - I can explore and discuss why the Eucharist is a memorial, giving reasons for the words and actions and how these shape peoples' lives.
Music Woodwind: Dood - Tone	<u>National Curriculum Objective</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> listen with attention to detail and recall sounds with increasing aural memory	<u>National Curriculum Objective</u> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music	<u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music
	<u>Skills</u> Be able to play 3 more notes E D and C and move smoothly between each <u>Knowledge</u> Know what a slur is and the effect it has on music be able	<u>Skills</u> Be able to play the note Bb and integrate into a crotchet passage <u>Knowledge</u>	<u>Skills</u> Be able to play some simple dotted rhythms Play a new note D <u>Knowledge</u> Learn what a dotted note is and the effect this has on the	<u>Skills</u> Be able to integrate the note D into a piece with a dotted rhythm <u>Knowledge</u>	<u>Skills</u> Play fluent melody lines moving between unfamiliar notes <u>Knowledge</u> How to read music from sight using formal notation	<u>Skills - Development</u> Play fluent melody lines moving between unfamiliar notes <u>Knowledge</u> How to read music from sight using formal notation



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	to identify one on a score and play one with some success	What is meant by the flat sign and how it is written in a piece of music	duration of a note be able to add a dot to any of the 4 common note values and explain its effect	How to integrate a woodwind part into a piece of music using a backing track		
	<u>Activity</u> Play up and down the scale moving between notes smoothly	<u>Activity</u> Play Little Hans	<u>Activity</u> Refine Little Hans working on the articulation and ensuring that each note is of the correct value	<u>Activity</u> Play Did id D Tune	<u>Activity</u> Plau Au Clair de la Lune	<u>Activity</u> Play Suo-Gan
French Town	<u>National Curriculum Objective</u> Develop accurate pronunciation and intonation so that others understand when they are reading aloud	<u>National Curriculum Objective</u> Speak in sentences using familiar vocabulary, phrases and language structures	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences	<u>National Curriculum Objective</u> Listen attentively and show understanding by joining in and responding	<u>National Curriculum Objective</u> Present ideas and information orally to a range of audiences
	<u>Skills and Knowledge</u> Learn various rules of French pronunciation Know basic town vocabulary	<u>Skills and Knowledge</u> Know how to describe what's in their town	<u>Skills and Knowledge</u> Learn how to translate sentences describing towns and giving opinions	<u>Skills and Knowledge</u> Learn how to use a model to create original sentences	<u>Skills and Knowledge</u> Learn how to listen for key information	<u>Skills and Knowledge</u> Learn simple phrases using the conditional tense Know how to describe what there would be in their ideal town
	<u>Activity</u> Pupils read paragraph about Nottingham aloud and play team game practicing pronunciation	<u>Activity</u> Pupils exchange information about places in town with some including an example of a negative sentence	<u>Activity</u> Pupils read and translate three paragraphs of increasing difficulty about where people live	<u>Activity</u> Students write about their town with most giving opinions	<u>Activity</u> Listening comprehension where pupils listen to someone describing their ideal town and answer questions in English	<u>Activity</u> Pupils exchange information about their ideal town before sharing this with the whole class
PSHE	R12 - Developing strategies for getting support for themselves or for others at risk.	R7 - Understanding that their actions affect themselves and others.	R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive	R7 - Understanding that their actions affect themselves and others.	R7 - Understanding that their actions affect themselves and others.	R13 - Identifying that differences and similarities arise from a number of factors.



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Ancient Egyptians BOOK FOCUS: The Treasury of Egyptian Mythology

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	R13 - Identifying that differences and similarities arise from a number of factors. R18 - Knowing how to recognise bullying and abuse in all its forms.		behaviour (including cyberbullying, prejudicebased language, 'trolling').		R12 - Developing strategies for getting support for themselves or for others at risk. R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudicebased language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.	R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudicebased language, 'trolling').
	Focus on direct, indirect and cyberbullying.	Understanding name calling	Banter vs name calling vs bullying	Violence, excuses and responsibility	Talking about the positive qualities in a person	Analysing a video
British values	Mutual respect - PSHE - respecting one another	Individual liberty - PSHE - understanding name calling isn't acceptable as people may be different and that's their choice.	Rule of law - PSHE - understanding laws behind this behaviour within adults	Individual liberty (RE link) - included in the liturgy	Democracy - PSHE - choosing qualities as a class	Mutual respect - history - accepting and respecting the culture of modern day Egypt
Special Events	Intriguing introduction - Partake Egyptian Experience					Expert Ending - Whole School Historical Catwalk