



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: LENT 2 TEACHER: Mr Siddall Teaching Assistant: Mrs Binjie and Miss Booth YEAR GROUP: 5



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TOPIC TITLE: U.S.A BOOK FOCUS: Holes by Louis Sachar

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Non-fiction - Balanced Argument	Non-fiction - Balanced Argument	Non-fiction - Balanced Argument	Fiction - Adventure and Mystery	Fiction - Adventure and Mystery	Fiction - Adventure and Mystery
Reading Comprehension	Holes	Non fiction	Poetry	Holes	Non Fiction	Poetry
Spelling, Punctuation and Grammar	Dashes	Determiners	Apostrophes for possession	Multi-Clause sentences	Future perfect tense	Colons
Maths	Block 2 - Fractions	Block 2 - Fractions	Block 2 - Fractions	Block 2 - Fractions	Block 3 - Decimals and percentages	Block 3 - Decimals and percentages
Science Forces	<u>National Curriculum Objective</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	<u>National Curriculum Objective</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<u>National Curriculum Objective</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	<u>National Curriculum Objective</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	<u>National Curriculum Objective</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	<u>National Curriculum Objective</u> Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
	<u>Skills and Knowledge</u> Know what balanced and unbalanced forces are.	<u>Skills and Knowledge</u> Know what gravity is and its impact on our lives. Know what gravity and resistance are. Know what a variable is in an investigation (building on lower KS 2 knowledge).	<u>Skills and Knowledge</u> Identify and know the effect of air resistance.	<u>Skills and Knowledge</u> Identify and know the effect of water resistance.	<u>Skills and Knowledge</u> Identify and know the effect of friction.	<u>Skills and Knowledge</u> Know how the position of fulcrum, load and effort impacts on use of a lever. Know the number of pulleys used changes the amount of effort required. Know that gear mechanisms allow a smaller force to have a greater effect. Explain how levers, pulleys and gears allow a smaller force to have a greater effect.



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	Activity Identify forces acting on objects.	Activity Explore the effect gravity has on objects and how gravity was discovered.	Activity Investigate the effects of air resistance.	Activity Explore the effects of water resistance	Activity Investigate the effects of friction.	Activity Explore and design mechanisms. - levers, pulleys etc.
Geography USA	<u>National Curriculum Objective</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<u>National Curriculum Objective</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<u>National Curriculum Objective</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>National Curriculum Objective</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>National Curriculum Objective</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>National Curriculum Objective</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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	<p>Skills and Knowledge Know the first inhabitants of North America were Native Americans. Know about Colonial America in 17th century and how the European colonists flourished with support from the Native Americans. (Founding of Jamestown 1607)</p>	<p>Skills and Knowledge Know the names of, and locate, a number of South or North American countries Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to North and South America. Know the number of states in North America. Know the connection between city, state, country. Experiment with four and six figure grid references, using them to locate and describe features of an area of North America.</p>	<p>Skills and Knowledge Know how the climate varies across North America. Know the trade links between North America and the UK.</p>	<p>Skills and Knowledge Know about some of the tourist attractions of North America. Know some of the Core physical landmarks of North America e.g. Grand Canyon, major national parks etc</p>	<p>Skills and Knowledge Locate largest urban areas on a map/atlas/globe and use geographical symbols e.g. contours to identify flattest/hilliest areas of North America.</p>	<p>Skills and Knowledge Know how to use graphs to record features such as temperature or rainfall across the world.</p>
	<p>Activity Natives</p>	<p>Activity Map work</p>	<p>Activity Climate/weather</p>	<p>Activity Physical features of North America</p>	<p>Activity Route 66 plan/ tourist attractions</p>	<p>Activity Rainfall/temperature</p>
<p>Art American Pop Art</p>	<p>National Curriculum Objective About great artists, architects and designers in history.</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>National Curriculum Objective About great artists, architects and designers in history.</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>



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Computing Sonic Pi	Design, write and debug programs that accomplish specific goals Use sequence, selection, and repetition in programs	Design, write and debug programs that accomplish specific goals 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	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	Design, write and debug programs that accomplish specific goals Use sequence, selection, and repetition in programs	Design, write and debug programs that accomplish specific goals Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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		
	<u>Skills and Knowledge</u> Know how to tinker.	<u>Skills and Knowledge</u> Know how to use repetition in a program. Know how to debug simple errors in code. Know Sonic Pi's basic commands.	<u>Skills and Knowledge</u> Know how to plan a soundtrack program.	<u>Skills and Knowledge</u> Use a range of programming commands.	<u>Skills and Knowledge</u> Know how to use repetition in a program Use technology to control an external device. Combine sequences of instructions and procedures to turn devices on and off. Know how to combine known commands. Program music.	<u>Skills and Knowledge</u>	
	<u>Activity</u> Tinkering with Sonic Pi	<u>Activity</u> Sonic soundtracks	<u>Activity</u> Musical storytelling	<u>Activity</u> Live loops	<u>Activity</u> Battle of the bands	<u>Activity</u>	



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PE NFL Flag Football	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
	<p>Skills and Knowledge Know how to snap a ball correctly Know the positions in a flag football team.</p>	<p>Skills and Knowledge Know the correct technique for throwing a ball. Catch the ball on the run. Know the names of different routes. Run different attacking routes.</p>	<p>Skills and Knowledge Run different attacking routes. Know how to snap a ball correctly</p>	<p>Skills and Knowledge Work as a team and communicate a plan Lead others in a game situation when the need arises Know different attacking plays.</p>	<p>Skills and Knowledge Know different defensive strategies. Know the positions in a flag football team.</p>	<p>Skills and Knowledge Make a defensive play. Win a first down. Work as a team and communicate a plan Lead others in a game situation when the need arises. Know which sports they are good at and find out how to improve further</p>
	<p>Activity Practice - catching in pairs demonstrating rake and diamond technique. Move quickly on to snap as children can still work on catching technique whilst receiving the snap. Snap in pairs. Implementation - Children to compete to be the furthest apart as a pair, moving a step apart after each successful snap.</p>	<p>Activity Practice - in pairs throwing as Quarter Backs and catching as receivers. Route relays Implementation - Ultimate Tag throwing and catching in a game situation.</p>	<p>Activity Practice - in 3s (C, QB and RB) children practice set up, snap, hand off and how to run with the ball. Implementation - Bulldog, (split class in half if possible) all runners need a ball to encourage correct carrying, defenders need to get a players tag to bring them onto the defensive team.</p>	<p>Activity Practice in teams of 5 children to practice running 3 set plays with QB choosing who the ball goes to, ensure chn rotate through positions. Implementation - Offensive to play against 3 defenders. Offense score a point every time they complete a play over 10m. If the play is incomplete or defence stop them before 10m they score the point.</p>	<p>Activity Practice - split class into 4 lines. 1 defender with each line. RB aim to run to past defender keeping their flag. Focus on how to remove the tag. Share defensive positions and strategies - discuss pros and cons. Implementation - split class in half. 1 offensive team in each half, rotate the 2 defensive units each play. Offensive v Defence as last week.</p>	<p>Activity Implementation - split into 4 teams on 2 pitches. 3 x 10 min games, after each game both teams need to write down a strength and an even better if for the opponent before moving to the next game.</p>



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RE	Explore I can explore, discuss and compare with others how memories are kept alive.	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.	LF6 I can explore and discuss how and why the Eucharist is a sacrifice, giving reasons for the words and actions and how these shape peoples' lives.	LF1 I can describe the actions of Christians during Lent and give reasons for some of these.	LF4 I can explore research and write about people who have sacrificed their lives because of their beliefs - giving reasons for their actions.	Respond
	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.	REVEAL	LF1 I can describe the actions of Christians during Lent and give reasons for some of these.	LF4 I can explore research and write about people who have sacrificed their lives because of their beliefs - giving reasons for their actions.	Respond liturgy
	LF1 I can explore, discuss and write about the Passover making links to other scripture and sources.	LF4 I can explore and discuss how and why the Eucharist is a sacrifice, giving reasons for the words and actions and how these shape peoples' lives.	Big question - Sacrifice	LF2 I can write about 'the betrayal of Jesus by Judas Iscariot' and how Christians might learn from this - using sources of Christian belief in my writing.	LF5 I can explore and discuss the meaning of each decade of the Rosary - outlining how we can live these out and why.	
	LF2 I can explore and discuss depictions of the Last Supper, giving reasons for what happened and linking these to other sources.	LF5 I can explore and discuss different hymns and write about their meaning and how and why we can 'live these out' in our daily lives.	Explore I can explore, discuss and compare with others my own and their ideas and questions about Giving or refusing to give.	LF3 I can explore the rule 'love one another, as I have loved you' describing how we can live this out in our lives, making links to others sources and giving reasons for words and actions.	LF6 I can explore and discuss why Easter is important to Christians' and write about how belief in the Easter story shapes the lives of Christians.	
Music	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of	National Curriculum Objective Explore the inter-dimensions of Music Playing as a musical ensemble	National Curriculum Objective Improvise and compose music for a range of purposes using the inter-related dimensions of music.	



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	Use prior learning to find key information in a written text	Know how to write sentences about hair and eye colour	Create sentences describing yourself	Listen for key information	Learn techniques for memorising spoken material	Speak description from memory
	Activity Reading comprehension where pupils revise description vocabulary when creating a fact file about the person described	Activity Pupils learn/write phrases about hair/eye colour describing others as well as themselves	Activity Pupils write about themselves with some including opinions	Activity Listening comprehension where pupils pick out key words and phrases about someone	Activity Pupils prepare for speaking challenge using written information created earlier in the term	Activity Pupils individually speak their descriptions and are given grades according to achievement
PSHE	L2 - Identify why rules are needed in different situations. L8 - Explore others' points of view. L9 - Explore what being part of a community means and how they belong.	L3, L4 - Understanding that there are human rights to protect everyone. L7 - Develop skills to carry out responsibilities.	L1 - Research, discuss and debate topical issues. L8 - Explore others' points of view.	L5 - To understand there are some cultural practices against British law. L7 - Explore rights and responsibilities at home, school, community and the environment. L7 - Develop skills to carry out responsibilities.	L2 - Identify why rules are needed in different situations. L8 - Explore others' points of view.	L9 - Explore what being part of a community means and how they belong.
	Explore the existence of rules	Setting responsibility goals	Explore parliament	Explore the following websites Unicef Rights	Exploring democracy	Celebrating diversity
British Values	Rule of law - PSHE - exploring rules in place	Individual liberty - PSHE - choosing our own goals	Democracy - PSHE - learning about the existence of it in the UK	Mutual respect - PSHE - respecting other cultures	Individual liberty - geography link	Democracy - art - choosing favourite art
Special Events	Intriguing introduction - U.S.A landmark afternoon					Expert ending - sonic pi concert