



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 1

TEACHER: Mr Siddall Teaching Assistant: Mrs Binjie and Miss Booth YEAR GROUP: 5



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TOPIC TITLE: Anglo Saxons BOOK FOCUS: Beowulf

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
English Text Type	Non-Fiction - Newspaper reports	Non-Fiction - Newspaper reports	Fiction - Dramatic Stories	Fiction - Dramatic Stories	Fiction - Dramatic Stories
Reading Comprehension	Beowulf	Non fiction	Poetry	Beowulf	Non fiction
Spelling, Punctuation and Grammar	Direct speech quotes	Indirect speech	Active and Passive voice	Verbs for effect	Fronted adverbials
Maths	Block 1 - Number - Decimals	Block 1 - Number - Decimals	Block 1 - Number - Decimals	Block 1 - Number - Decimals	Block 1 - Number - Decimals
Science Earth and Space	<p><u>National Curriculum Objective</u> Describing the Sun, Earth and Moon as approximately spherical bodies Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>National Curriculum Objective</u> Describing the Sun, Earth and Moon as approximately spherical bodies</p>	<p><u>National Curriculum Objective</u> Describing the Sun, Earth and Moon as approximately spherical bodies Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>National Curriculum Objective</u> Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>National Curriculum Objective</u> Describing the movement of the Moon relative to the Earth</p>
	<p><u>Skills and Knowledge</u> Describe the Sun, Earth and Moon (using the term spherical).</p>	<p><u>Skills and Knowledge</u> Know about and explain the movement of the Earth and other planets relative to the Sun.</p>	<p><u>Skills and Knowledge</u> Know the difference between geo and heliocentric solar system and how views have evolved.</p>	<p><u>Skills and Knowledge</u> Know and demonstrate how night and day are created. Know the impact of the Earth's movement on shadows</p>	<p><u>Skills and Knowledge</u> Know about and explain the movement of the Moon relative to the Earth.</p>
	<p><u>Activity</u> Children to circle the most powerful evidence that the Earth is a sphere and explain why in more depth.</p>	<p><u>Activity</u> Children to create a poster about the planets.</p>	<p><u>Activity</u> Children create a short sketch for two of the following: Ptolemy, Alhazen, Brahe or Galileo.</p>	<p><u>Activity</u> Children write an explanation text for night and day.</p>	<p><u>Activity</u> Children to make a model of the moon and sun in orbit.</p>



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	<p><u>National Curriculum Objective</u> They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>National Curriculum Objective</u> Pupils should 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.</p>	<p><u>National Curriculum Objective</u> They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>National Curriculum Objective</u> They should note connections, contrasts and trends over time</p>	<p><u>National Curriculum Objective</u> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
<p>History Anglo Saxons</p>	<p><u>Skills and Knowledge</u> Know that they came from Germany, Denmark and the Netherlands in ships. Know that the three biggest groups were the Angles, Saxons and Jutes. Know that originally they came to support the Britons against invasion by the Scots and Picts. Know that Anglo-Saxons were invaders and were attracted to Britain for their farm-land as their home lands often flooded and as the Romans had left Britons had little defences. Know that Anglo Saxons passed on much of their history through storytelling and poetry. Know what an epic poem is. Skills: Give clear reasons why there may be different accounts in history.</p>	<p><u>Skills and Knowledge</u> Know where on a time line would show when the Anglo-Saxons were in England. Know that the Anglo-Saxon period was from 410AD to 1066AD. Know that the Anglos-Saxons came to Britain in 410AD after Romans left. Know that the Vikings came after the Anglo-Saxons. Know how Britain changed between the end of the Roman occupation and 1066. Use timelines to place and sequence local, national and international events. Sequence historical periods. Use dates and terms accurately. Give some causes and consequences of the main events, situations and changes in the Anglo-Saxon and Scots period.</p>	<p><u>Skills and Knowledge</u> Know that during the Anglo-Saxon period Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know that the name England came from the name Angle-Land due to the Anglo-Saxons settling here. Use dates and terms accurately. Give some causes and consequences of the main events, situations and changes in the Anglo-Saxon and Scots period. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p>	<p><u>Skills and Knowledge</u> Know that Anglo Saxons as well as being invaders, settlers and farmers were also skilled craft workers. Know what some features of Anglo Saxon design. Know that early Anglo Saxons were not Christians, they were pagans and believed in many Gods. Know some of the Anglo Saxon gods and how days of the week are named after them. Know how many Anglo Saxons were converted to Christianity. Use dates and terms accurately. Give some causes and consequences of the main events, situations and changes in the Anglo-Saxon and Scots period. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic Describe the main changes in a period in history using historical</p>	<p><u>Skills and Knowledge</u> Know that children were seen to be adults after the age of 10. Know that they were mostly farmers and craftsmen working with metal, wood and clay. Know about how the Anglo-Saxons attempted to bring about law and order into the country. Use dates and terms accurately. Give some causes and consequences of the main events, situations and changes in the Anglo-Saxon and Scots period. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p>



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	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic Describe events using historical vocabulary. Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.		vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.	
	Activity 1 - Children to analyse map to identify the three main groups and where they come from and landed. 2 - Children to create a storyboard of Beowulf to understand the importance of story telling.	Activity Produce a timeline of the anglo saxon period	Activity How it was ruled - children will be given answers to questions based on what they have learnt and will have to produce the questions to those answers - focus on key knowledge of the lesson. - map of counties linking then to now (geography link)	Activity Part 1: children to produce a guide on the Anglo-Saxon gods and beliefs Part 2: Children to analyse objects created by Anglo-Saxons and explain its purpose, what it is and what it is made out of.	Activity Children to write a diary entry as if they were an Anglo-Saxon villager, including the knowledge covered in the lesson.
Art/D&T Designing a beast	National Curriculum Objective Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	National Curriculum Objective Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	National Curriculum Objective Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	National Curriculum Objective Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	National Curriculum Objective Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge



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	<p>Make a prototype before making a final version. Know how different materials can be manipulated. Measures, marks out, cuts and shapes and materials and components with accuracy. Accurately assembles, joins and combines most materials.</p>	<p>Know that expression can be created by the positions of body parts. Accurately apply a range of finishing techniques, including this from art and design sessions.</p>	<p>Know how a pivot point works to balance a structure Make strong, stiff shell structures for a purpose. Know that the positioning of individual parts has an impact on the model as a whole. Measures, marks out, cuts and shapes and materials and components with accuracy.</p>	<p>Know which joining methods would be most effective for the different materials and purposes. Know that accuracy of measurement and cutting is important to the success of the structure. Produce a detailed step by step guide Design their own criteria and use knowledge acquired about history to inform their ideas as well as knowledge acquired in maths and science.</p>	<p>Suggest alternative plans outlining the positive features and the drawbacks. Know how to upscale a prototype to make a full model. Evaluate appearance and function against original criteria. Use a range of equipment and tools competently.</p>
	<p>Activity Designing and making a small creature statue - prototype</p>	<p>Activity Expression in animals Decorative effects</p>	<p>Activity Learn about these simple structures concepts: - strength and stiffness; (Session 4) - balance and stability; (Session 5)</p>	<p>Activity Effective techniques for joining card. create a design criteria</p>	<p>Activity Evaluate the prototype and create the final product.</p>
<p>Computing Mars Rover</p>	<p>National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p>National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p>National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p>National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p>National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>



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	<p>Skills and Knowledge Know a type of data which the Mars Rover may transmit back to Earth. Know the challenges of transmitting data over large distances. Know why data is being collected from the Mars Rover.</p>	<p>Skills and Knowledge Know binary is the most basic way computers communicate. Read and calculate numbers using binary code. Read binary up to eight characters.</p>	<p>Skills and Knowledge Know the difference between computer input and output. Identify sensors</p>	<p>Skills and Knowledge Read and calculate numbers using binary code.</p>	<p>Skills and Knowledge Know messages can be sent using binary code. Represent binary as text. Know how and why data is collected from space.</p>
	<p>Activity Calculate the distance to mars</p>	<p>Activity Begin to learn about binary code</p>	<p>Activity Learn about RAM</p>	<p>Activity Begin to calculate binary.</p>	<p>Activity Create own binary message.</p>
	<p>National Curriculum Objective To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of athletics.</p>	<p>National Curriculum Objective To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of athletics.</p>	<p>National Curriculum Objective To use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance</p>	<p>National Curriculum Objective To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance</p>
PE Athletics	<p>Skills and Knowledge Know how to accelerate from a standing start. Know about the Paralympics. Know some famous Paralympic athletes.</p>	<p>Skills and Knowledge Know how to control a take-off and landing. Combine running and jumping. Know the correct technique for completing a vertical jump. Know about the Paralympics. Know some famous Paralympic athletes.</p>	<p>Skills and Knowledge Know how to control a take-off and landing. Combine running and jumping. Know how to jump for increased distance. Know about the Paralympics. Know some famous Paralympic athletes.</p>	<p>Skills and Knowledge Know how to throw with increasing accuracy. Know how to throw for increased distance. Know the throwing events included in the Olympics. Know about the Paralympics. Know some famous Paralympic athletes.</p>	<p>Skills and Knowledge Know how to throw with increasing accuracy. Know how to throw for increased distance. Know the correct technique for throwing a discus. Know the throwing events included in the Olympics. Know about the Paralympics. Know some famous Paralympic athletes.</p>



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	Activity Learn how to sprint and methods on how to do so.	Activity Practice jumping for height.	Activity Practice jumping for distance. Apply last lesson to gain distance.	Activity Learn how to throw a javelin.	Activity Learn how to throw a discus.
RE Transformation Sikhism	Transformation - Explore Explore different types of energy and how it transforms	Transformation - LF2 Imagine you were in Jerusalem at the time and have just been baptised. Write a letter to a friend who has not heard about Jesus, giving reasons to show how belief in the transforming power of the Holy Spirit has empowered you and changed your life.	Transformation - LF4 Imagine you belong to the Christian family in Rome. Write an account of what you thought and felt when you read this part of Paul's letter. How and why do you think this is going to affect your life. Give reasons for your actions.	Transformation - Respond	Sikhism - Discover Using the pictures of the 5 Ks in your own words describe how each one symbolises a religious belief that shapes the life of a Sikh.
	Transformation - LF1 Design a story board to show what happened on the road to Emmaus. Annotate the images to show you understand how the disciples knew it was Jesus when they reflected on their experiences.	Transformation - LF2 Imagine you were in Jerusalem at the time and have just been baptised. Write a letter to a friend who has not heard about Jesus, giving reasons to show how belief in the transforming power of the Holy Spirit has empowered you and changed your life.	Transformation - LF5 Describe which 'fruit of the Spirit' you would like to have and why. Explain how it would transform you and how you might use it to change and transform your world at home, in class, in school and in the neighbourhood.	Transformation - Respond - Liturgy	Sikhism - Respect Investigate the meaning of the Mool Mantra and write it out in your own words and say how you think it might shape the life of a Sikh.
	Transformation - LF1 Design a story board to show what happened on the road to Emmaus. Annotate the images to show you understand how the disciples knew it was Jesus when they reflected on their experiences.	Transformation - LF3 Use a picture of the conversion of Saul e.g. Fra Angelico (note that most pictures have a horse, which is not recorded in scripture). Discuss how the artist has shown the transformation that has taken place and the effect that it had on Saul.	Transformation - LF6 Choose and research a saint and show how their lives were transformed by the power of the Spirit. Their life could be portrayed pictorially using the Traidcraft style El Salvador crosses as a model.	Sikhism - Look Role-play two people from the crowd meeting up years after Baisakhi.	



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	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Music Brass Instrumental Family	<u>Skills</u> Adopt the playing position Create a buzz and start and stop a note Develop breathing and create an effective entry and exit <u>Knowledge</u> The names of the parts of the trombone How the body creates a buzz on a trombone Be able to name the parts of the body that are used when playing the trombone	<u>Skills</u> Be able to build a trombone Be able to position hands correctly in the playing position Use the tongue correctly to start and stop a note <u>Knowledge</u> Where first position is on the Trombone Different note values including semibreve, minim	<u>Skills</u> Play moving between position 1, 4 and position 6 <u>Knowledge</u> The notation symbols of the bass clef	<u>Skills</u> Starting to play moving between a number of different positions <u>Knowledge</u> Revision of note values and music theory How the slide positions match up with the musical notation	<u>Skills</u> Learn how to read and play repeats <u>Knowledge</u> How to write a repeat in musical notation The notes of the bass clef
	<u>Activity</u> Pass the Buzz and copy cat buzzing	<u>Activity</u> Build the P bone Name the parts Playing 1 st position 'Playing the Rest' Be able to play 'Assessment' accurately counting each note accurately with teacher accompaniment	<u>Activity</u> Play 'Stepping up and Stepping down'	<u>Activity</u> making musical bookmarks	<u>Activity</u> developing the musical bookmark playing 'Rest Easy'



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French Activities and Holidays	<p>National Curriculum Objective Explore the patterns and sounds of language through songs and rhymes and link the sound, spelling and meaning of words</p>	<p>National Curriculum Objective Read carefully and show understanding of words, phrases and simple writing</p>	<p>National Curriculum Objective Understand basic grammar in French with an emphasis on creating phrases in the past and future tenses</p>	<p>National Curriculum Objective Write phrases from memory and adapt these to create original sentences</p>	<p>National Curriculum Objective Speak in sentences using familiar vocabulary, phrases and simple language structures</p>
	<p>Skills and Knowledge Know at least five free time activities in French Understand the difference between sports you play and things you do</p>	<p>Skills and Knowledge Understand how to form simple phrases using the perfect and future tenses Pick out key information from a text</p>	<p>Skills and Knowledge Know how to form at least two phrases in both the past and future tenses</p>	<p>Skills and Knowledge Write simple sentences in both past and future tenses with some adding opinions</p>	<p>Skills and Knowledge Speak at least two phrases using both past and future tenses</p>
	<p>Activity Revise free time activities and link these with what people do on holiday</p>	<p>Activity Pupils read a postcard from Paris and find key information in English</p>	<p>Activity Students practice writing sentences about what they have done and are going to do on holiday</p>	<p>Activity Pupils write a postcard from Paris using the text from a previous lesson as a model</p>	<p>Activity Pupils talk in pairs about what they have done today and what they are going to do tomorrow with some expressing opinions</p>
PSHE	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings.</p>	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these.</p>	<p>R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H7 - Recognising when they experience conflicting emotions and how to manage these.</p>	<p>H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these.</p>	<p>H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings.</p>
	<p>Understanding embarrassment and the effect it has</p>	<p>Understanding worrying - look at the poem 'what if'</p>	<p>Explore a confrontation between friends</p>	<p>Understanding emotions before and after an activity.</p>	<p>Naming different feelings</p>



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British Values	Mutual respect - PSHE	Mutual respect - PSHE	Rule of Law- Understanding the law system of Anglo Saxons	Mutual respect - Understanding the beliefs of Anglo Saxons	Mutual respect - PSHE
Special Event	Intriguing Introduction - Afternoon as an Anglo Saxon villager	Space centre trip			Expert ending - Beast museum