



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<p>Create a timeline to indicate stages of growth in humans. Know that a foetus develops through different stages into a human.</p>	<p>Know the key milestones in a baby/child's development.</p>	<p>Know and understand the changes in the adolescent body human body during puberty. Know the changes that are gender specific. Know the physical and mental changes that occur during different life periods.</p>	<p>Know the importance of hygiene and care for the body to maintain healthy development. Know the importance of care for the elderly.</p>	<p>Know that different animals have different gestation periods. Able to relate causal relationships when, for example, studying life cycles.</p>	<p>Know that different animals have different gestation periods. Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs.</p>	<p>Present information related to scientific enquiries in a range of ways including using IT. Use diagrams, as and when necessary, to support writing. Is evaluative when explaining findings from scientific enquiry. National Curriculum Objective Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs.</p>	<p>Present information related to scientific enquiries in a range of ways including using IT. Use diagrams, as and when necessary, to support writing. Is evaluative when explaining findings from scientific enquiry. National Curriculum Objective Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs.</p>
	<p>Activity Drawing a timeline to indicate stages in the growth and development of humans</p>	<p>Activity Create a graph of the growth and height of boy and girl babies</p>	<p>Activity Identify the changes in an adolescent body during puberty</p>	<p>Activity Children to ageify themselves and explain the changes that happen during old age.</p>	<p>Activity Compare gestation periods of different animals</p>	<p>Activity Investigate the enquiry 'animals with longer life expectancies have longer gestation periods'. Use graphs to solve this.</p>	<p>Activity Present the results on adobe spark</p>	<p>Activity Present the results on adobe spark</p>
<p>Geography Mountains</p>	<p>National Curriculum Objective Describe and understand key aspects of physical geography,</p>	<p>National Curriculum Objective Describe and understand key aspects of physical geography,</p>	<p>National Curriculum Objective Locate the world's countries, using maps to focus on Europe</p>	<p>National Curriculum Objective 4 and 6-figure grid references, symbols and key (including the</p>	<p>National Curriculum Objective Describe and understand key aspects of physical geography,</p>	<p>National Curriculum Objective Describe and understand key aspects of human geography,</p>	<p>National Curriculum Objective Describe and understand key aspects of human geography,</p>	<p>National Curriculum Objective Describe and understand key aspects of human geography,</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY



St Patrick's
Catholic Voluntary Academy

HALF TERM: Pentecost 2

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

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	<p><u>Skills and Knowledge</u> Know the link between volcanoes and mountains (building on year 3 Lent volcanoes topic). Know how the different types of mountains are formed. Use correct geographical language when explaining different types of mountains and how they are formed. Draw and label diagrams with accuracy when explaining the formation of mountains.</p>	<p><u>Skills and Knowledge</u> Know that a mountain is anything higher and steeper than a hill- more than 2000 ft high with a slope of more than 2 degrees. Know that there are 5 types of mountains- volcanic, dome, fold, block and plateau. Know the difference between mountains and mountain ranges. Look at and understand maps on different scales.</p>	<p><u>Skills and Knowledge</u> Know where the main mountain regions are in the UK. Know the names of a number of the world's highest mountains. Use maps and digital technologies to locate mountains and mountain ranges i.e. Digimap and Google Earth (building on from Lent & geog topic). Know where the main mountain regions are in the UK. Know the names of a number of the world's highest mountains.</p>	<p><u>Skills and Knowledge</u> Know that in Scotland, the area north and west of the Highland Boundary Fault is known as the Highlands, and contains the country's main mountain ranges. Scotland's mountain ranges, in a rough north to south direction are: The Highlands & Islands, The Hills of the Central Lowlands, the Southern Uplands. Experiment with six figure grid references, using them to locate & build on their knowledge of mountains of the United Kingdom</p>	<p><u>Skills and Knowledge</u> Know that certain plants and animals are best suited to mountain habitats and that some are endangered.</p>	<p><u>Skills and Knowledge</u> Know how climate change and global warming impact on the mountain environment.</p>	<p><u>Skills and Knowledge</u> Know about some of the world's most famous mountaineers. Know how tourists pose a threat to the mountain environment.</p>	<p><u>Skills and Knowledge</u> Know about some of the world's most famous mountaineers. Know how tourists pose a threat to the mountain environment.</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
				and the wider world (Building on from Advent & Lent Term geog knowledge) Compare the size and expanse of different mountains. Use geographical symbols e.g. contours to identify flattest/hilliest areas and steepest mountains. Explain how contours show information.				
	<u>Activity</u> Know how mountains are formed compared to a volcano	<u>Activity</u> Distinguish what a mountain is against a hill volcano, mountain range. Focus on contours on a map.	<u>Activity</u> Identify mountains in the UK	<u>Activity</u> Focus on Scotland mountains, why are there mountains in Scotland?	<u>Activity</u> Identify the plants and wildlife on mountains in Scotland - focus on altitude, weather	<u>Activity</u> Explore how global warming effects wildlife and plants	<u>Activity</u> Economy of mountains - tourists danger they pose	<u>Activity</u> Economy of mountains - tourists danger they pose
D&T Where do the Scots get their food from?	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u> Understand the source, seasonality and characteristics of a broad range of ingredients	<u>National Curriculum Objective</u> Understand and apply the principles of a healthy and varied diet	<u>National Curriculum Objective</u> Understand the source, seasonality and characteristics of a broad range of ingredients	<u>National Curriculum Objective</u> Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking	<u>National Curriculum Objective</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<u>National Curriculum Objective</u> cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking	<u>National Curriculum Objective</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
					techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]		techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]	
	<p><u>Skills and Knowledge</u> Know where food comes. Know that some foods are grown. Know that some foods are farmed.</p>	<p><u>Skills and Knowledge</u> Know what food miles are and their impact on the environment. Know that meals can be restricted by the availability of local produce or seasonality. Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught. This can be on a local, regional and international scale.</p>	<p><u>Skills and Knowledge</u> Know that animal welfare in farming has an impact on the quality of food. Know that animal welfare is an important consideration in farming. Know that some people by choice are vegetarian, vegan or pescatarian. Know that different foods contain substances that are needed for health e.g.</p>	<p><u>Skills and Knowledge</u> Come up with a range of ideas after collecting information from different sources. Know which season various foods are available for harvesting. Know how food is processed into ingredients that can be eaten or used in cooking.</p>	<p><u>Skills and Knowledge</u> Use a range of tools and equipment competently. Be both hygienic and safe in the kitchen. Know how to prepare a meal by collecting the ingredients in the first place. Know how food is processed into ingredients that can be eaten or used in cooking. Prepare and cook a variety of savoury and</p>	<p><u>Skills and Knowledge</u> Adapt recipes to change the taste, texture, aroma and appearance. evaluate appearance and function against original criteria</p>	<p><u>Skills and Knowledge</u> Use a range of tools and equipment competently. Be both hygienic and safe in the kitchen. Know how to prepare a meal by collecting the ingredients in the first place. Know how food is processed into ingredients that can be eaten or used in cooking.</p>	<p><u>Skills and Knowledge</u> Adapt recipes to change the taste, texture, aroma and appearance. Evaluate appearance and function against original criteria</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
			water, fibre, vitamins, minerals and nutrients.		some sweet dishes safely and hygienically, including the use of a heat source. Use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Adapt recipes to change the taste, texture, aroma and appearance.		Prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source. Use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Adapt recipes to change the taste, texture, aroma and appearance.	
	Activity Identify where foods come from, are grown and farmed	Activity Sort foods into diet types. Identify similarities and differences. Questioning which may have the biggest health benefits.	Activity Learn about personal choice, vegan, vegetarian, pescatarian. Health benefits	Activity Research seasonal fruits for a crumble and 2 seasonal vegetables to make a soup. Plan	Activity Cook a soup	Activity Evaluate final product to feed into the next recipe	Activity Bake a crumble	Activity Evaluate final product
Computing Email	National Curriculum Objective Understand computer networks including the internet; how they can	National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise	National Curriculum Objective Understand computer networks, including the internet; how they can	National Curriculum Objective Understand computer networks, including the internet; how they can	National Curriculum Objective Understand computer networks, including the internet; how they can	National Curriculum Objective Select, use and combine a variety of software (including internet	National Curriculum Objective Select, use and combine a variety of software (including internet



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<p>provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly 	<p>World Wide Web, and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> 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 [...] content that accomplish given goals Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <ul style="list-style-type: none"> 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>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create [...] content that accomplishes given goals</p>	<p>provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create [...] content that accomplishes given goals</p>	<p>provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create [...] content that accomplishes given goals</p>	<p>provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create [...] content that accomplishes given goals</p> <p>Use technology safely, respectfully and responsibly; recognise</p>	<p>services) on a range of digital devices to design and create [...] content that accomplishes given goals</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>services) on a range of digital devices to design and create [...] content that accomplishes given goals</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY



St Patrick's
Catholic Voluntary Academy

HALF TERM: Pentecost 2

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

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
				Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		
	<p><u>Skills and Knowledge</u> Know how to log in and out of my email account. Write, edit and send emails. Know that emails can be used to send information around the world. Know what email is used for.</p>	<p><u>Skills and Knowledge</u> Know how to edit email content and add an attachment. Write, edit and send emails.</p>	<p><u>Skills and Knowledge</u> Understand how to use positive language within an email recognise when digital behaviour is unkind be a responsible digital citizen when I encounter others online</p>	<p><u>Skills and Knowledge</u> Understand that they have to make choices when using technology and that not everything is true and/or safe. I can be a responsible digital citizen I can offer advice to support other people who are victims of cyberbullying</p>	<p><u>Skills and Knowledge</u> Know that not all emails are genuine. Know when an email might be fake. Know that I should click an email unless I know what it is. Know what to do if I suspect an email is fake.</p>	<p><u>Skills and Knowledge</u> Know that not all emails are genuine. Know when an email might be fake. Know that I should click an email unless I know what it is. Know what to do if I suspect an email is fake</p>	<p><u>Skills and Knowledge</u> Know how to log in and out of my email account. Write, edit and send emails. Know that emails can be used to send information around the world. Know what email is used for. Know how to edit email content and add an attachment. Write, edit and send emails. understand how to use positive language within an email</p>	<p><u>Skills and Knowledge</u> Applying knowledge and skills learnt in previous lessons.</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
							recognise when digital behaviour is unkind be a responsible digital citizen when I encounter others online	
	Activity Sending an email	Activity Adding attachments	Activity write a positive email to someone in the class	Activity Type up the possible scenarios people could encounter online, suggesting what course of action they should take.	Activity Identify fake emails	Activity Identify fake emails	Activity Send emails to one another using everything they have learnt	Activity Create a presentation showcasing what has been learnt
PE Cricket	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	National Curriculum Objective To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
	Skills and Knowledge Catch with increasing control and accuracy.	Skills and Knowledge Know how to score a game of Quick Cricket.	Skills and Knowledge Select the correct techniques when you need to throw for distance or accuracy.	Skills and Knowledge choose a specific tactic for defending and attacking	Skills and Knowledge Know how to strike a ball for accuracy and distance.	Skills and Knowledge Know the correct technique for bowling overarm. Know a safe and effective overarm bowl. Know a variety of attacking cricket shots	Skills and Knowledge Catch with increasing control and accuracy. Know how to score a game of Quick Cricket Select the correct techniques when you need to throw for distance or accuracy.	Skills and Knowledge Catch with increasing control and accuracy. Know how to score a game of Quick Cricket Select the correct techniques when you need to throw for distance or accuracy.



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY



St Patrick's
Catholic Voluntary Academy

HALF TERM: Pentecost 2

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

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
						<p>Know how to hit a ball over a large Know some important cricket shots</p>	<p>choose a specific tactic for defending and attacking Know how to strike a ball for accuracy and distance. Know the correct technique for bowling overarm. Know a safe and effective overarm bowl. Know a variety of attacking cricket shots Know how to hit a ball over a large Know some important cricket shots</p>	<p>choose a specific tactic for defending and attacking Know how to strike a ball for accuracy and distance. Know the correct technique for bowling overarm. Know a safe and effective overarm bowl. Know a variety of attacking cricket shots Know how to hit a ball over a large Know some important cricket shots</p>
	<p>Activity React quickly and catch balls thrown at different heights and angles.</p>	<p>Activity Kwik cricket rules and games</p>	<p>Activity Throw the ball accurately over a large distance</p>	<p>Activity Attack the ball using effective fielding techniques.</p>	<p>Activity Strike a bowled ball over a large distance into space</p>	<p>Activity Bowl a ball overarm at a target.</p>	<p>Activity Tournament</p>	<p>Activity Tournament</p>
RE	<p>Explore - I can explore, discuss and compare with others my own and their ideas about; 'Freedom involves responsibility'.</p>	<p>LF3 - I can research the life of a person (p.187) describing how they lived out God's two commandments making links between their life and the Ten Commandments.</p>	<p>LF6 - I can explore and discuss the words of Edmund Burke, Amos and other Christian teaching making links between them</p>	<p>Respond</p>	<p>Explore - I can explore, discuss and compare with others my own and their ideas about Caring for the world.</p>	<p>LF2 - I can discuss and compare my own ideas and that of others in response to statements about caring for God's creation (p.205).</p>	<p>LF4 - I can explore and discuss a series of statements about Stewardship and give reasons for my choices, comparing these with others.</p>	<p>LF6 - I can make links to show how feelings & beliefs about God's creation affect my behaviour & that of others, showing how actions are linked to beliefs and values.</p>



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	LF1 and 2 - I can explore and discuss some of the Ten Commandments and how I might live these out in my life, giving reasons how my actions shape my life.	LF4 - I can discuss - 'Be one of God's people' describing how I and others can live this out making links to Christian beliefs.	LF5 - I can explore and discuss the Beatitudes describing how I would live these out in my life giving reasons for my actions.	Respond - Liturgy	LF1 - I can make links between Genesis, the Canticle of the Sun and Christian beliefs, actions and prayer.	LF3 - I can describe the actions of those who support global communities and give reasons for their actions.	LF4 - I can explore and discuss a series of statements about Stewardship and give reasons for my choices, comparing these with others.	Respond
	LF3 - I can research the life of a person (p.187) describing how they lived out God's two commandments making links between their life and the Ten Commandments.	LF4 - I can discuss - 'Be one of God's people' describing how I and others can live this out making links to Christian beliefs.	LF5 - I can explore and discuss the Beatitudes describing how I would live these out in my life giving reasons for my actions.		LF1 - I can make links between Genesis, the Canticle of the Sun and Christian beliefs, actions and prayer.	LF3 - I can describe the actions of those who support global communities and give reasons for their actions.	LF5 - I can make links between the scripture and Christian beliefs, using different sources to show understanding	Respond - Liturgy
Music								
French								
PSHE	R2 - Recognising what a healthy relationship is.	R5, R6 - Understanding the true meaning	R12 - Resolving conflicts.	R2 - Recognising what a healthy relationship is.	R21 - Understanding about confidentiality and	R4 - Recognising different types of relationship,	R2 - Recognising what a healthy relationship is.	R2 - Recognising what a healthy relationship is.



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2

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



St Patrick's
Catholic Voluntary Academy

TOPIC TITLE: Scotland BOOK FOCUS: Macbeth by Shakespeare

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>behind civil partnerships and marriage. R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>		<p>R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>about times when it is necessary to break a confidence.</p>	<p>including those between acquaintances, friends, relatives and families.</p>	<p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>
	<p>Create an acrostic poem for a healthy relationship and unhealthy relationship. Compare the two</p>	<p>Explore the different types of partnership.</p>	<p>Explore and discuss friendship problems.</p>	<p>Explore and discuss how to make new friends.</p>	<p>Explore the word 'confidential'.</p>	<p>Explore the quote from William Shakespeare 'They do not love that do not show their Love'.</p>	<p>Create a relationships board.</p>	<p>Explore the words 'passive', 'aggressive' and 'assertive'.</p>
British Values	Mutual respect - PSHE	Rule of law - R.E link beatitudes	Mutual respect - PSHE	Mutual respect - PSHE	Individual liberty - PSHE	Democracy - PSHE	Individual liberty - PSHE	Mutual respect - PSHE
Special Events	Intriguing Introduction - Macbeth afternoon		YEAR 5 STEM DAY @ THE BECKETT	YEAR 5 TASTER DAY @ THE BECKETT				Expert Ending - Children to hold a cooking show in front of another class to show what they have cooked during the term.