

Come and See YEAR 5 Overview of the Year 2023-2024



Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Finding out about St. Aidan	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	ISLAM	RECONCILIATION—INTER-RELATING
2	Finding out about local saints (school houses)	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
3	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
4	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
5	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING	LENT/EASTER - GIVING **	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
6	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING		RECONCILIATION—INTER-RELATING	UNIVERSAL CHURCH—WORLD
7	JUDAISM	ADVENT/CHRISTMAS - LOVING				UNIVERSAL CHURCH—WORLD
8		ADVENT/CHRISTMAS - LOVING				

\*\* LENT/EASTER – GIVING – DUE TO THETIMING OF THE HOLIDAYS THERE IS ONLY 3WEEKS TO COMPLETE THIS TOPIC PRIOR TO EASTER

ON THE NEXT PAGES YOU WILL FIND TEACHING UNITS, KEY VOCABULARY, BIG QUESTIONS AND ASSESSEMENT FOCUSES FOR YOU TO CHOOSE FROM.  
PLEASE NOTE, OTHER FAITHS UNITS ONLY HAVE KEY VOCABULARY AND NO ASSESSED PIECES OF WORK ARE NEEDED. THANK YOU

Come and See YEAR 5 AUTUMN TERM

<b>AUTUMN TERM UNITS</b>	<b>DOMESTIC CHURCH - FAMILY OURSELVES</b> - Created in the image and likeness of God	<b>BAPTISM AND CONFIRMATION – BELONGING LIFE CHOICES</b> - Marriage, commitment and service	<b>ADVENT/CHRISTMAS - LOVING HOPE –</b> Advent: waiting in the joyful hope for Jesus, the promised one
<b>KEY VOCABULARY</b>	qualities, unique, gifts, challenge, joys, responsibility, dignity, image, holy people, courage, Martyr, Mary mother of God, Sacrifice, Missionary, Canonized, Bore witness, Rosary	Sacrament of marriage, Vocation, community of life and love, service, responsibility, fidelity, commitment, mission, promises, blessing of rings, calling, consecrate – make holy, Matrimony, Rite of Marriage, Song of Songs, ‘Nothing can come between us and the love of Christ’ Romans 8:31, ‘Are you ready freely..’ ‘Are you ready to love..’ ‘Are you ready to accept..’ consent, exchange of vows, ‘Take this ring..’ Nuptial Blessing	Advent, Jesus the promised one, advent wreath, Joyful mysteries of the Rosary, waiting, hopeful, Messiah, prophet, Isaiah, Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace, Creed, ‘He will come again in glory..’ joyful hope for Christ to come again in glory at the end of time, waiting in hope, ‘all shall be well’ ‘Wait for God in patient hope’
<b>BIG QUESTION</b>	Who am I?	Is commitment important?	What does it mean to live in hope?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: BELIVES AND VALUES (KS2) UKS2</b> <ul style="list-style-type: none"><li>Show understanding of how own and other’s decisions are informed by beliefs and moral values</li></ul>	<b>AT1: MAKING LINKS AND CONNECTIONS (KS2) UKS2</b> <ul style="list-style-type: none"><li>Show understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs and sources</li><li>beliefs and worship</li></ul></li><li>beliefs and life</li></ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING UKS2</b> <ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li><li>Show knowledge and understanding of:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>what it means to belong to a church community</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li><li>-</li></ul>

<b>JUDIASM KEY VOCABULARY</b>	remembering, Passover, Seder, Pesach, kosher, matzah, bitter herbs, charoset, lamb, shema, mezuzah Exodus, Moses, Pharoah, ‘Listen Israel, the Lord is our God, the Lord is one.’
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## Come and See YEAR 5 SPRING TERM

<b>SPRING TERM UNITS</b>	<b>LOCAL CHURCH</b> <b>MISSION</b> - Continuing Jesus' mission in diocese (ecumenism)	<b>EUCHARIST – RELATING</b> <b>MEMORIAL SACRIFICE</b> - Eucharist as the living memorial of Christ's sacrifice	<b>LENT/EASTER – GIVING</b> <b>SACRIFICE</b> - Lent: a time of aligning with the sacrifice made by Jesus
<b>KEY VOCABULARY</b>	mission, bishop, ecumenism, cathedral, apostle, disciple, Good News, diocese, inspirational, Baptism, Christian unity, Gentile, 'Christ is like a single body, which has many parts..' church – 'called out and set apart' mission – 'being sent' 'make the name of Jesus known and loved'	Memories, significant, memorial sacrifice, memorial, sacrifice, Passover, Pesach, host, chalice, Seder meal, liturgy of the Eucharist, Eucharistic prayer, consecration, words of Consecration, Mystery of Faith adoration, genuflect	giving, carer, cost, temptation, betrayal, self-sacrifice, holy week, Maundy Thursday, Gethsemane, altar of repose, love, crucifixion, Easter vigil, resurrection, Spiritual growth, Alleluia, Sacrament of reconciliation, 'Repent and believe in the Gospel' 'Remember that you are dust..' 'turn back to God.' Stations of the Cross, Sorrowful mysteries of the Rosary
<b>BIG QUESTION</b>	Do we all have a mission in life?	Why do we need memories?	Why do we need to make sacrifices?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: MEANING AND PURPOSE</b> <b>UKS2</b>  <ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<b>AT3: ANALYSIS AND EVALUATION [ALL] (KS2)</b> <b>UKS2</b>  <ul style="list-style-type: none"> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> <li>Arrive at judgements</li> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>	<b>AT2: BELIEFS AND VALUES</b> <b>UKS2</b>  <ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>

## Come and See YEAR 5 SUMMER TERM

SUMMER TERM UNITS	PENTECOST—SERVING TRANSFORMATION – Celebration of the Spirit’s transforming power	RECONCILIATION—INTER-RELATING FREEDOM & RESPONSIBILITY - Commandments enable Christians to be free & responsible	UNIVERSAL CHURCH—WORLD STEWARDSHIP – The Church is called to the stewardship of Creation
KEY VOCABULARY	transformation, transform energy, wind, fire, holy spirit, change, gift, fruits of the spirit, disciples, Emmaus, love, joy, peace, patience, kindness, goodness faithfulness humility, self – control, power of the Spirit, Baptism, Confirmation	The Ten Commandments, The greatest Commandment, Beatitudes  Christian living, freedom, responsibility, Beatitudes, commandments, reconciliation, merciful God, absolution, examination of conscience, sin, penance, confession, Words of absolution	stewards, stewardship sustainable, creation, creator, created, climate, preserve, ecology, integrity harmony, Called to Stewardship – Catholic Social Teaching
BIG QUESTION	How can energy transform?	How do rules bring freedom?	Can I be a steward of creation?
ASSESSMENT FOCUS  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING UKS2 <ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	AT1: MAKING LINKS AND CONNECTIONS (KS2) UKS2 <ul style="list-style-type: none"> <li>Show understanding of, by making links between: <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> </ul> </li> <li>beliefs and life</li> </ul>	AT3: ANALYSIS AND EVALUATION [ALL] (KS2) UKS2 <ul style="list-style-type: none"> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> <li>Arrive at judgements</li> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>
ISLAM KEY VOCABULARY	Ramadan, fasting, eid-ul-Fitr, Pilgrimage, makkah, hajj, eid-ul-adha		

**Standards for Primary Religious Education**  
**By the end of age phase, pupils will be able to:**

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"><li>Recognise religious stories</li><li>Retell, in any form, a narrative that corresponds to the scripture source used</li><li>Recognise religious beliefs</li><li>Describe some religious beliefs</li><li>Recognise that people act in a particular way because of their beliefs</li><li>Describe some of the actions and choices of believers that arise because of their belief</li><li>Recognise key figures in the history of the People of God</li><li>Describe the life and work of some key figures in the history of the People of God</li><li>Recognise key people in the local, national and universal Church</li><li>Describe different roles of some people in the local, national and universal Church</li><li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li><li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li></ul>	<ul style="list-style-type: none"><li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li><li>Describe, with increasing detail and accuracy:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>different roles of people in the local, national and universal Church</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li><li>Show knowledge and understanding of:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>what it means to belong to a church community</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>
	Making Links and Connections		<ul style="list-style-type: none"><li>Make links between:<ul style="list-style-type: none"><li>beliefs and sources, giving reasons for beliefs</li><li>beliefs and worship, giving reasons for actions and symbols</li><li>beliefs and life, giving reasons for actions and choices</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs and sources</li><li>beliefs and worship</li><li>beliefs and life</li></ul></li></ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"><li>Use religious words and phrases</li></ul>	<ul style="list-style-type: none"><li>Use a range of religious vocabulary</li></ul>	<ul style="list-style-type: none"><li>Use religious vocabulary widely, accurately and appropriately</li></ul>
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"><li>Say what they wonder about</li><li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li></ul>	<ul style="list-style-type: none"><li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li></ul>	<ul style="list-style-type: none"><li>Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li></ul>
	Beliefs and Values	<ul style="list-style-type: none"><li>Talk about their own feelings, experiences and the things that matter to them</li><li>Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them</li></ul>	<ul style="list-style-type: none"><li>Make links to show how feelings and beliefs affect their behaviour and that of others</li></ul>	<ul style="list-style-type: none"><li>Show understanding of how own and other’s decisions are informed by beliefs and moral values</li></ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"><li>Use a given source to support a point of view</li></ul>	<ul style="list-style-type: none"><li>Use sources to support a point of view</li></ul>
	Construct Arguments		<ul style="list-style-type: none"><li>Express a point of view</li></ul>	<ul style="list-style-type: none"><li>Express a point of view and give reasons for it</li></ul>
	Make Judgements		<ul style="list-style-type: none"><li>Express a preference</li></ul>	<ul style="list-style-type: none"><li>Arrive at judgements</li></ul>
	Recognise Diversity			<ul style="list-style-type: none"><li>Recognise difference, comparing and contrasting different points of view.</li></ul>
	Analyse and Deconstruct			