



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019 TEACHER: Miss Moody Teaching Assistant: Miss Thornhill YEAR GROUP: 6



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TOPIC TITLE: Viking raids and Invasions BOOK FOCUS: How to train your dragon

	WEEK 1 First week back	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
English Text Type	One off creative writing task	Non-fiction - instructions	Non-fiction - instructions	Non-fiction - instructions	Fiction - adventure and mystery	Fiction - adventure and mystery	Fiction - adventure and mystery
Reading Comprehension	One off inference task using a picture	Non-fiction	Fiction	Poetry	Non-fiction	Fiction	Poetry
Spelling, Punctuation and Grammar	Recap of year 5 SPaG	Punctuating bullet point list	Fronted adverbials	Apostrophes for possession	Relative clauses	Expanded noun phrases	Hyphens
Maths	Maths investigations/mental maths test from year 5	Block 1 - Place Value	Block 1 - Place Value	Block 2 - Addition, Subtraction, Multiplication, Division	Block 2 - Addition, Subtraction, Multiplication, Division	Block 2 - Addition, Subtraction, Multiplication, Division	Block 2 - Addition, Subtraction, Multiplication, Division
Science Working scientifically	<u>National Curriculum Objective</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum Objective</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.	<u>National Curriculum Objective</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum Objective</u> Recognising and controlling variables where necessary	<u>National Curriculum Objective</u> Using test results to make predictions to set up further comparative and fair tests.	<u>National Curriculum Objective</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.	<u>National Curriculum Objective</u> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.



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	<p><u>Skills and Knowledge</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p><u>Skills and Knowledge</u> Know which equipment is appropriate and explain choices in selection. Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</p>	<p><u>Skills and Knowledge</u> Know what questions to investigate and propose scientifically based investigations. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately.</p>	<p><u>Skills and Knowledge</u> Know that there can be only 1 variable for a fair test. Know what a fair test means and be able to explain why a test is unfair. Know what a constant is. Know what can impact on an investigation being fair and explain the effect of that impact. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p>	<p><u>Skills and Knowledge</u> Know which data is relevant to record. Know what questions to investigate and propose scientifically based investigations. Know that accurate recording of data produces reliable conclusions. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Select equipment on my own.</p>	<p><u>Skills and Knowledge</u> Know what a prediction is. Know what a conclusion is and how to structure it. Can make a set of observations and say what the interval and range are. Accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs - pie, line, bar Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p>	<p><u>Skills and Knowledge</u> Know that there can be an anomaly in data. Can interpret data and find patterns. Suggest improvements to my method and give reasons. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Can choose how best to present data. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Use test results to make predictions to set up further comparatives and fair tests.</p>



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	Activity Making their own Viking longship ready to sail as part of our investigation.	Activity Considering different materials. Silent debate about why some materials could be better than others.	Activity Plan their investigation. Which material makes the best sail for a Viking longship?	Activity Consider the importance of a fair test and the difference between independent and dependent variables.	Activity Investigation. Using what we have planned try the different materials to see which makes the best sail. Children make predictions beforehand.	Activity Write up the conclusion of the investigation.	Activity Write up the conclusion of the investigation. Evaluate findings and present this as a graph/table.
History Vikings	National Curriculum Objective Pupils should understand how our knowledge of the past is constructed from a range of sources.	National Curriculum Objective 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	National Curriculum Objective Pupils should note connections, contrasts and trends over time.	National Curriculum Objective Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	National Curriculum Objective Pupils should note connections, contrasts and trends over time.	National Curriculum Objective Pupils should understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	National Curriculum Objective Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
	Skills and Knowledge Describe events using historical vocabulary. Use sources to collect information about the past. Ask a range of questions.	Skills and Knowledge Know the time period of the Vikings in relation to now and the birth of Jesus. Use timelines to [place and sequence local, national, and international events. Use dates and term accurately.	Skills and Knowledge Know where the Vikings originated from and show this on a map. Know the similarities and differences between a Viking settlement and modern day living. Describe the main changes in a period of history.	Skills and Knowledge Know that the Vikings and Anglo-Saxons were often in conflict. To know how the Vikings invaded. Choose reliable sources of evidence.	Skills and Knowledge Know the Viking culture in relation to Gods and beliefs.	Skills and Knowledge Give cause and consequence of main events. Look at different versions of the same event and identify differences in the account e.g. propaganda.	Skills and Knowledge Know why the Vikings frequently won battles against the Anglo-Saxons. To know that people can represent events or ideas in ways that persuade others.



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						Give clear reasons why there may be different accounts of history.	
	Activity Partake theatre company	Activity Children look at the key events of the Viking period and order these chronologically onto a timeline.	Activity Look at why the Vikings invaded- making links to modern day warfare	Activity To find out how Vikings attacked on longships.	Activity: To find out more about Viking Gods.	Activity Find out more about the first kings of England and Viking royalty and where this fits into modern day royalty.	Activity To consider why the Vikings were more successful in some parts of England than others.
Art Dragon eyes	<u>National Curriculum Objective</u> To improve their mastery of art and design techniques, including drawing.	<u>National Curriculum Objective</u> To create sketch books to record their observations and use them to review and revisit ideas.	<u>National Curriculum Objective</u> Pupils should learn about great artists and designers in history.	<u>National Curriculum Objective</u> Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials,	<u>National Curriculum Objective</u> Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials,	<u>National Curriculum Objective</u> Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials,	<u>National Curriculum Objective</u> Pupils should review their own ideas.
	<u>Skills and Knowledge</u> Select and record from first hand observation, experience and imagination.	<u>Skills and Knowledge</u> Question and make thoughtful observations about starting points and select ideas to use in their work.	<u>Skills and Knowledge</u> Annotate work in sketchbook. Plan a sculpture through drawing and other preparatory work. Explain why different tools have been used to create art.	<u>Skills and Knowledge</u> Know that different tools create different textures. Question and make thoughtful observations about starting points and select ideas to use in their work.	<u>Skills and Knowledge</u> Know how to join clay using slip. Know how to manipulate clay for different effects. Produce intricate patterns and textures in a malleable media.	<u>Skills and Knowledge</u> Know how to make smooth connections. Shape, form, model and construct from observation or imagination	<u>Skills and Knowledge</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.



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			Know that artist usually sketch before modelling.	Plan a sculpture through drawing and other preparatory work.	Know how to turn a sketch into a model.		Know how to use feedback to make amendments and improvement to art.
	Activity To draw themselves as a Viking.	Activity To research and study different drawings and paintings of dragons eyes	Activity To look at and evaluate the work of James Doran-Webb who sculpts dragons and take inspiration from this.	Activity To design own textures and colours to surround eye and plan their own.	Activity To use clay to develop texture and create dragons eye.	Activity To embed glass eye and paint.	Activity To evaluate their own and others' dragon eyes.
Computing Filmmaking	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<u>National Curriculum Objective</u> Children should 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



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	Skills and Knowledge	Skills and Knowledge Know that videos are created to appeal to the target audience. Use text, sound, images and video.	Skills and Knowledge Know that sound, image and videos can be capture separately and layered. Use camera angles and framing.	Skills and Knowledge Know that the content of a frame is important. As a class make use of video technologies to work collaboratively.	Skills and Knowledge Know that sound enhances the atmosphere	Skills and Knowledge Know that sound, image and videos can be capture separately and layered. Use text, sound image and video.	Skills and Knowledge Use editing tools and techniques to create a desired effect. Present the data collected in a way that makes it easy for others to understand.
	Activity No lesson this week due to Intriguing Introduction.	Activity Children plan a narrative for a video about the Vikings.	Activity Children take photos for video using the rule of thirds.	Activity Begin filming from different angles.	Activity Add sound effects and music to video.	Activity Voice over narrations on video.	Activity Edit clips together for final video. Showcase this and link to topic for our expert ending.
PE Netball	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
	Skills and Knowledge Know how to execute a chest, shoulder and bounce pass with control and accuracy.	Skills and Knowledge Agree and explain rules to others.	Skills and Knowledge Know the footwork rule. Know how to pivot using the correct footwork.	Skills and Knowledge Know a range of attacking movement skills to outwit a defender. Know how to mark an opposition player.	Skills and Knowledge Know how to perform all elements of the shooting technique. Show the correct technique when shooting in a game situation.	Skills and Knowledge Work as a team and communicate a plan. Effectively use a range of passes in a game situation.	Skills and Knowledge Lead others in a game situation when the need arises. Know how to evaluate their own and other's performance.

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				Know how to mark an opposition player who is in possession of the ball. Demonstrate a range of attacking and defending skills to contribute towards the success of their team.			
	Activity Different types of throws in Netball. Throwing practice.	Activity Basic rules of high 5 netball and the positions.	Activity Pivoting practice/footwork rules.	Activity Attacking, defending, and marking.	Activity Shooting practice.	Activity Incorporate all skills into a game.	Activity Play a competitive game combining all skills. Children take it in turns to referee the games.
RE Loving Vocation & commitment	Loving - Do we have to earn love?	LF1 - L.O. To show an understanding of how God loves and cares for his people in difficult times, making links to Isaiah.	LF3 - To show understanding of how unconditional love is shown the parable of the prodigal son.	LF5 - To recognise the ways in which the Beatitudes show that we are loved and can grow in love.	Vocation and commitment - big question, question shower. Explore - considering why people commit to different jobs.	LF2 - To wonder about the vocation of a priest,	LF4 - To understand that people are called by God to religious life, making links to key religious figures.
	Question shower.	Looking at how the sheep and shepherd are like us and God.	Court room trial - the prodigal son.	Explore the beatitudes and unpick their meaning and what this tells us about love.	Question shower. What commitment is needed for our dream jobs?	Interview with Father Wilfred?	Looking at St Francis of Assisi
	Explore - L.O. To identify the aspects of love and what it means to me.	LF2 - To recognise the ways in which God's love changed Paul.	LF4 - To consider why and how forgiveness is an essential part of unconditional love, making links to the prodigal son and other sources.	LF6 -To show understanding that God never stops loving us, making links to sources in the Bible.	LF1 - To recognise that people are called to do different jobs and missions.	LF3 - To show understanding of the sacrament of ordination and make links to other sacraments, identifying key signs and symbols.	LF5 - To identify how different sacraments call upon people to make vows and service. LF6 - To wonder about our



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	Revise greetings and introduce numbers 1-100 through various games and activities	Listening comprehension consolidating numbers 1-100	Introduce shop vocabulary and complete reading comprehension about shops, numbers and prices	Using written stimulus, pupils speak in pairs ordering items and asking for/giving prices for these	Using ICT if available, pupils create a shop window display in French giving information including special offers and prices	Reading comprehension where pupils use clues provided to work out English meanings for various places in town	Pupils speak about their town saying what there is/isn't in their local area and give opinions
Music Mixed woodwind	<u>National Curriculum Objective</u> Listen with attention to detail. Play and perform in solo and ensemble contexts.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Use and understand staff and other musical notations.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations. Develop an understanding of the history of music.	<u>National Curriculum Objective</u> Listen with attention to detail. Play and perform in solo and ensemble contexts.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Improvise and compose music.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Use and understand staff and other musical notations.
	<u>Skills and Knowledge</u> Produce a clear sound.	<u>Skills and Knowledge</u> Move from one note to the next fluently and in time with the backing.	<u>Skills and Knowledge</u> Produce a clear sound, reading and playing the notes B A and G.	<u>Skills and Knowledge</u> Playing in parts. Play in time with others adjusting where necessary.	<u>Skills and Knowledge</u> Be able to play quaver notes using the tongue to articulate the sound. Accurately subdivide beats.	<u>Skills and Knowledge</u> Play the new notes C, D, E and F.	<u>Skills and Knowledge</u> Play slurred and tongued notes.
	<u>Activity</u> Standing, sitting and playing the different woodwind instruments be	<u>Activity</u> Playing between notes Copy cat playing Don't play this one back	<u>Activity</u> Notation station including other types of notation	<u>Activity</u> Play various rounds, two and three part compositions	<u>Activity</u> Accurately tongue and play rapid quaver	<u>Activity</u> Improvise over a given chord sequence in major and minor keys	<u>Activity</u> Integrate slurs into the Dusty Springfield piece.



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	able to explain why we adopt a certain posture for playing each different instrument				exercises advanced copy cat playing		
PSHE Being me	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p> <p>Skills wheel.</p> <p>Lesson: Find someone who... Give out a sheet to each class member with 10 different statements on. For example: I can knit, I can play the piano Give the class a set time to see if they can find someone who, by placing names next to the statement. In pairs, ask the children to explore each other's talents further. Can they think of 5 each?</p> <p>End game: write affirmations of each</p>	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p> <p>Lesson: Watch the short drama 'Lizard Girl' www.bbc.co.uk/education/clips/zs3bj6f</p> <p>Try to ask questions from different perspectives: Do you think Sam behaved the way she did for a reason? What do you think it might be like being Sam's mum? How do you think Callum feels in front of his friends? In pairs using an A-Z list include all the strengths and qualities Sam has in one colour and Callum has in another. As a class come up with one hing</p>	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p> <p>Lesson: Individual Fact File. Model an example you have created for yourself or a famous character. Include personality traits, strengths/weaknesses, interests, hobbies, likes/dislikes, attitude, aspirations, beliefs, quirks. Ask each child to create a fact file about themselves asking other people to help if needed.</p> <p>End game: Who am I? Yes or no card game.</p>	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p> <p>Lesson: Use the clips: 'My Autism and Me'. www.bbc.co.uk/newsround/15655232 What particular talents and interests did the children in the film identify? What does it mean by: 'We shouldn't judge a book by its cover?' Why is getting to know someone so important? Develop a mind map of what you have learnt about autism. How can getting to know someone reduce hate and discrimination?</p>	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p> <p>Lesson: Do we always react the same in different situations? Why not? What does this depend on? Introduce the 6 characters. How could we help them? Put the 6 characters suggested on a sheet of flipchart paper with their problem. Each group of children will then go to one character, and suggest solutions for each child's problem. used in real life situations? Roleplay these to the different scenarios.</p>	<p>L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means.</p> <p>Lesson: In groups of 4, ask the children to brainstorm what the things in school they are proud of. Discuss how a recipe is written using ingredients and a method. Model to the class how they can use their ideas to develop a recipe for their school</p> <p>End game: Everyone share an ingredient into the pot.</p>	<p>L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means.</p> <p>Lesson: Ask the children to think about their community as a tree. For that community (tree) to keep strong what will it need? In pairs design their community tree. Share and compare ideas.</p> <p>Skills wheels. Passport Question:</p> <p>End game: The line-up game.</p>



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	other's talents on pictures of each other.	children of their age could do to be more thoughtful towards others. End game: Conscience alley.		End game: Share one idea each in a circle.	End game: Share roleplay scenarios.		
British Values	Mutual respect	Mutual respect	Rule of Law	Rule of Law	Rule of Law	Democracy	Democracy
Special Events	Intriguing introduction - Partake Viking Experience					Interview Fr Wilfred	Expert ending - showcase videos the children have made.