



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 1 2022 TEACHER: Miss Moody Teaching Assistant: Mr Stutchbury YEAR GROUP: 6



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TOPIC TITLE: Crime and Punishment BOOK FOCUS: The Hound of the Baskervilles

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
British Values	Rule of Law	Rule of Law	Rule of Law	Rule of Law	Rule of Law	Rule of Law
English Text Type	Fiction - Diary Entries	Fiction - Diary Entries	Fiction - Diary Entries	Non-fiction - Balanced Arguments	Non-fiction - Balanced Arguments	Non-fiction - Balanced Arguments
Reading Comprehension	Non-fiction	Fiction	Poetry	Non-fiction	Fiction	Poetry
Spelling, Punctuation and Grammar	Modal verbs	Past, present progressive	Apostrophes	Colons	Semi-colons	Subordinate clauses
Maths	Block 4 - Decimals	Block 4 - Decimals	Block 5 - Percentages	Block 5 - Percentages	Block 6 - Algebra	Block 6 - Algebra
Science Light	National Curriculum Objective Recognise that light appears to travel in straight lines.	National Curriculum Objective Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	National Curriculum Objective Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	National Curriculum Objective Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	National Curriculum Objective Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	National Curriculum Objective Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes



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	<p><u>Skills and Knowledge</u> Know how light travels. Know and demonstrate how we see objects.</p>	<p><u>Skills and Knowledge</u> Know that we see due to light being reflected into the eye.</p>	<p><u>Skills and Knowledge</u> Know the parts of the eye and their function in sight.</p>	<p><u>Skills and Knowledge</u> Know why shadows have the same shape as the object that casts them. Know that light travels in straight lines until it hits an object.</p>	<p><u>Skills and Knowledge</u> Know that light can be bent/refracted.</p>	<p><u>Skills and Knowledge</u> Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. Know that white light is made up of all the colours. Know how to set up an enquiry based investigation. Know which type of investigation is needed to suit particular scientific enquiry. Set up a fair test when needed. Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs.</p>



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						Make accurate predictions based on information gleaned from their investigations and create new investigations as a result.
	<p><u>Progression of learning</u> Building on their prior knowledge of light, children will look at how light travels in straight lines and draw and annotate a diagram to explain this.</p>	<p><u>Progression of learning</u> Building on their knowledge of light travelling in straight lines, children will now use this idea to explain that objects are seen because they reflect light into our eyes.</p>	<p><u>Progression of learning</u> Building on their knowledge of how objects are seen, children will now learn about the function of different parts of our eyes and how they help us see light.</p>	<p><u>Progression of learning</u> Building on their knowledge of light travelling in straight lines and how our eyes see light, children will now learn about shadows and how the objects cast them.</p>	<p><u>Progression of learning</u> Building on their knowledge of shadows, children now look at refraction and how light can bend.</p>	<p><u>Progression of learning</u> Building on their knowledge of refraction, children now build on this and learn about how mirrors work.</p>
History Crime and punishment	<p><u>National Curriculum Objective</u> A study of an aspect or theme in British history that extends</p>	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically</p>	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically secure knowledge and understanding of</p>	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically</p>	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically secure knowledge and</p>	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically secure knowledge and</p>



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	pupils' chronological knowledge beyond 1066. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
	<p><u>Skills and Knowledge</u></p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p>	<p><u>Skills and Knowledge</u></p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p>	<p><u>Skills and Knowledge</u></p> <p>Chose reliable sources of factual evidence to describe how crime and punishment has changed over time. Know that crime and punishments have changed over time.</p>	<p><u>Skills and Knowledge</u></p> <p>Make links between some features of past society. Describe main changes in a period in history using historical vocabulary such as:</p>	<p><u>Skills and Knowledge</u></p> <p>Know about the Prison Reforms during the Victorian period and beyond.</p>	<p><u>Skills and Knowledge</u></p> <p>Give reasons why changes may have occurred backed up with evidence. Evaluate the usefulness and accurateness of different sources of evidence.</p>



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		<p>Use timelines to demonstrate changes and developments in society, Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Victorians and Today. Present information in the most appropriate way. Recall the date of any significant event studied from past and place it correctly on a timeline. Show identified changes on a timeline. Know what was seen as a crime in the Roman period, Tudor Period and Victorian period.</p>		<p>social, religious, political, technological and cultural.</p>		<p>Form own opinion about historical events from a range of sources. Know the development of the Police Force in England since 1829. Know how Britain has had a major influence on the world. Describe how some changes effect life today.</p>



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		Know what Roman punishment were in the Roman period, Tudor Period and Victorian period.				
	<p><u>Progression of learning</u> Intriguing introduction: National justice museum trip.</p>	<p><u>Progression of learning</u> Building on their learning from the NJM of crime and punishment through time, children will create a timeline with the key periods of change within crime and punishment.</p>	<p><u>Progression of learning</u> Building on their knowledge of crime and punishment through time, children will focus on the Middle Ages and look at the key crimes and the main punishments.</p>	<p><u>Progression of learning</u> Building on their knowledge of Middle age crime and punishment, children compare this to crime and punishment in the Tudor period.</p>	<p><u>Progression of learning</u> Building on their knowledge of crime and punishment in the Tudor period, children will learn about crime and punishment in the Georgian and Victorian era.</p>	<p><u>Progression of learning</u> Building on their knowledge of crime and punishment in the past, children look at crime and punishment in the modern day and the start of the police force.</p>
D&T Pulleys and levers	<p><u>National Curriculum Objective</u> Investigate and analyse a range of existing products Use research and develop design criteria to inform the design of innovative, functional,</p>	<p><u>National Curriculum Objective</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</p>	<p><u>National Curriculum Objective</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern</p>	<p><u>National Curriculum Objective</u> Understand and use mechanical systems in their products [for example,</p>	<p><u>National Curriculum Objective</u> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><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</p>



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	appealing products that are fit for purpose, aimed at particular individuals or groups	sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	pieces and computer-aided design	gears, pulleys, cams, levers and linkages]		
	<p><u>Skills and Knowledge</u></p> <p>Share and clarify ideas confidently, through discussion.</p>	<p><u>Skills and Knowledge</u></p> <p>Develop their own design criteria and use this to inform their ideas.</p> <p>Design a product that requires pulleys or gears.</p> <p>Justify planning in a convincing way.</p> <p>Model ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings, and exploded diagrams, to</p>	<p><u>Skills and Knowledge</u></p> <p>Explain why a specific tool is best for a specific action.</p> <p>Know how to use any tool correctly and safely.</p> <p>Know what each tool is used for.</p>	<p><u>Skills and Knowledge</u></p> <p>Make a product that relies on pulleys or gears.</p> <p>Measures, marks out, cuts and shapes materials and components with accuracy.</p>	<p><u>Skills and Knowledge</u></p> <p>Links scientific knowledge to design by using pulleys or gears.</p> <p>Follow and refine original plans.</p> <p>Measures, marks out, cuts and shapes materials and components with accuracy.</p> <p>Use resourcefulness, resilience and innovation, when tackling practical problems.</p>	<p><u>Skills and Knowledge</u></p> <p>Know how to test and evaluate designed products.</p> <p>Evaluate product against clear criteria.</p> <p>Use knowledge to improve a made product by strengthening, stiffening or reinforcing.</p>



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		develop and communicate ideas.				
	<p>Progression of learning Building on their prior knowledge, children will look at researching different types of pulleys and where we find them and what their uses are, linking this to our topic and thinking how a pulley could help us escape from a prison cell.</p>	<p>Progression of learning Building on their knowledge of how pulleys work and what they are, children will design their own pulley that they will create.</p>	<p>Progression of learning Building on their knowledge of what their own pulley needs and will look like, children will now have a skills session and focus on measuring and cutting skills.</p>	<p>Progression of learning Building on their knowledge of cutting and measuring, children now spend a double session creating their own pulley based on their design.</p>	<p>Progression of learning Building on their knowledge of cutting and measuring, children now spend a double session creating their own pulley based on their design (2)</p>	<p>Progression of learning Building on their knowledge of how to make a pulley, children will evaluate each others and consider how this pulley could help them escape from their cell.</p>
Computing E-safety	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range</p>	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range</p>	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>



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		of ways to report concerns about content and contact.		of ways to report concerns about content and contact.		
	<p><u>Skills and Knowledge</u> Know that we don't meet people we don't know in real life after talking to them online.</p>	<p><u>Skills and Knowledge</u> Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable.</p>	<p><u>Skills and Knowledge</u> Know that sharing too much information on social network can have negative repercussions. Be a responsible digital citizen.</p>	<p><u>Skills and Knowledge</u> Be aware that some search engines may provide misleading information. Know that accounts are not always genuine on social media.</p>	<p><u>Skills and Knowledge</u> Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Identify unsafe behaviour online.</p>	<p><u>Skills and Knowledge</u> Identify unsafe behaviour online.</p>
	<p><u>Progression of learning</u> Building on their prior knowledge of E-Safety from Year 5, children will describe issues online that give us negative feelings and look at ways of getting help.</p>	<p><u>Progression of learning</u> Building on their knowledge of negative feelings we can get from being online, children use this to look at consequences of sharing</p>	<p><u>Progression of learning</u> Building on their knowledge of sharing information online and privacy settings, children look at how they can create a positive online reputation and know how to be a good digital citizen.</p>	<p><u>Progression of learning</u> Building on their knowledge of being responsible online, children look at online bullying and why it is</p>	<p><u>Progression of learning</u> Building on their knowledge of online bullying, children look at how to protect themselves online and what</p>	<p><u>Progression of learning</u> .Building on their knowledge of protecting themselves online, children look at catfishing and scams online and reducing the risk of this.</p>



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		things online and consider privacy settings. .		important to capture evidence.	to do if someone hacks them and ways to avoid this.	
	<u>National Curriculum Objective</u> Pupils should be taught to: □ use running, jumping, throwing and catching in isolation and in combination	<u>National Curriculum Objective</u> Pupils should be taught to: □ use running, jumping, throwing and catching in isolation and in combination	<u>National Curriculum Objective</u> Pupils should be taught to: □ use running, jumping, throwing and catching in isolation and in combination	<u>National Curriculum Objective</u> Pupils should be taught to: □ use running, jumping, throwing and catching in isolation and in combination	<u>National Curriculum Objective</u> Pupils should be taught to: □ use running, jumping, throwing and catching in isolation and in combination	<u>National Curriculum Objective</u> Pupils should be taught to: compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PE Sports hall athletics	<u>Skills and Knowledge</u> Know the importance of reaction speed. Know how to perform an effective sprinting technique that demonstrate power, speed, control and efficiency. Demonstrate endurance and stamina to be able to run for longer distances.	<u>Skills and Knowledge</u> Know how to effectively pass and receive the baton.	<u>Skills and Knowledge</u> Know how to control and sustain and change their pace to suit a race. Demonstrate good coordination, speed and rhythm for hurdling.	<u>Skills and Knowledge</u> Know how to use throwing techniques for distance and accuracy. Demonstrate good power and technique when throwing to gain good distance.	<u>Skills and Knowledge</u> Demonstrate power and control in the different phases of the jumps, gaining good height and distance with them.	<u>Skills and Knowledge</u> Know how to lead jumping activities effectively and help others to make improvements to their own jumping techniques in order to achieve their personal best.



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	<p><u>Progression of learning</u> Building on their prior knowledge of athletics, children will learn the correct starting position and sprinting technique.</p>	<p><u>Progression of learning</u> Building on their knowledge of sprinting, children will learn how to perform a relay race and learn how to pass the baton.</p>	<p><u>Progression of learning</u> Building on their knowledge of relay racing and sprinting children will learn how to navigate their way through an obstacle relay.</p>	<p><u>Progression of learning</u> Building in their knowledge of racing and team work, children will learn how to throw a javelin correctly and how to do a chest push.</p>	<p><u>Progression of learning</u> Building on their knowledge of controlling a javelin, children will apply this control to different types of jumps.</p>	<p><u>Progression of learning</u> Building on their knowledge of racing, jumping and throwing, children will compete and evaluate their own performance.</p>
RE	<p>Big question - Are books enriching?</p>	<p>LF2 - hook. To discuss the meaning of each of the 5 types of books within the Bible and show how Christians 'live these out in their lives'. Give chn stories in the bible - they need to find them and find key messages.</p>	<p>LF4 - To explore and discuss the similarities and differences between versions of the 'feeding the crowd with loaves and fishes' story Give 4 versions of story and present as a Venn diagram.</p>	<p>LF6 - To explore and understand different Scripture from the Bible linking these to Christian beliefs. Chn choose their own favourite bible story and write a book review on this.</p>	<p>Explore - To explore, discuss and compare with others my own and their ideas and questions about <i>friendship and unity</i>. Write a recipe for a good friend.</p>	<p>LF3 - To show an understanding of the Eucharistic Prayer III through words, actions and pictures and give reasons for choices. Find and annotate pictures of this. Design their own logo to represent this and annotate their choices.</p>
		<p>Explore activity - To explore, discuss and compare with others my own and their ideas and questions about books and</p>	<p>LF2 - Extended write. Design a charter to live by.</p>	<p>LF5 - Ext write. To explore the values of St. Paul and use these to give reasons for advice and guidance.</p>	<p>Respond and encounter activity and liturgy.</p>	<p>LF1 - To discuss with others Jesus' prayer for unity- describing how Christians would live this out today,</p>



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	<u>Progression of learning</u>	<u>Progression of learning</u>	<u>Progression of learning</u>	<u>Progression of learning</u>	<u>Progression of learning</u>	<u>Progression of learning</u>
Music A New Year Carol	<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. 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, 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.	<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. 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, 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.	<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. 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, 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.
	<u>Skills and Knowledge</u> Analyse the features within different pieces of music.	<u>Skills and Knowledge</u> Know the connection between sound and symbol.	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u> Perform your composition.	<u>Skills and Knowledge</u> Accurately recall a piece of music listened to.	<u>Skills and Knowledge</u> Take the lead in a performance.



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			Reflect upon your developing composition and make musical decisions to improve it.			
	<u>Progression of learning</u> Building on their knowledge of singing, children will listen to and sing A New Year Carol by Benjamin Britten.	<u>Progression of learning</u> Building on their knowledge of Benjamin Britten's New Year Carol, children then sing a different version by an Urban Gospel choir, compare and look at the differences.	<u>Progression of learning</u> Building on their knowledge of singing 2 different types of new year Carol, children then look at another song by Benjamin Britten and sing it.	<u>Progression of learning</u> Building on their knowledge of singing a different Benjamin Britten song, children will now sing the Bhangra version of it.	<u>Progression of learning</u> Building on their knowledge of singing in key, children listen to and perform a different Benjamin Britten song.	<u>Progression of learning</u> Building on their knowledge of the song they learnt last lesson, children will learn to sing the South African version.
PSHE	LO: To know that physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is	LO: To know that similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;	LO: To know that self-confidence arises from being loved by God (not status, etc	LO: To know that human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty;	LO: To know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries	LO: To know that human beings are different to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty;



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	all part of <i>God's</i> great plan and the results will be worth it!					
Special Events	Intriguing Introduction - National Justice Museum trip					EXPERT ENDING Historical Catwalk