



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 2 2020

TEACHER: Miss Moody Teaching Assistant: Miss Thornhill

YEAR GROUP: 6



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TOPIC TITLE: Developing countries in Africa BOOK FOCUS: Warrior Boy by Virginia Clay

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>English Text Type</b>	Explanation texts	Explanation texts	Explanation texts	Setting descriptions	Setting descriptions	Setting descriptions
<b>Reading Comprehension</b>	Non-fiction	Fiction	Poetry	Non-fiction	Fiction	Poetry
<b>Spelling, Punctuation and Grammar</b>	Formal language	Subordinating conjunctions	Determiners	Dashes, commas, brackets	Semi-colons	Determiners
<b>Maths</b>	Block 3 - Algebra	Block 4 Measurement: converting units	Block 5 Measurement: perimeter, area, volume	Block 5 Measurement: perimeter, area, volume	Block 6 - Ratio	Block 6 - Ratio
<b>Science</b> Living things and their habitats	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	<u>National Curriculum Objective</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics
	<u>Skills and Knowledge</u> To know and use a range of higher order thinking skills to classify. To know how to set up an enquiry.	<u>Skills and Knowledge</u> Know who Linnaeus was and his classification system.	<u>Skills and Knowledge</u> To know living things are classified into broad groups based on observable characteristics.	<u>Skills and Knowledge</u> Able to use data and present in a range of ways. Use diagrams to support writing.	<u>Skills and Knowledge</u> To know and use a range of higher order thinking skills to classify.	<u>Skills and Knowledge</u> Able to present findings using IT. Use a range of written methods to report findings.



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	To know which type of investigation suits a particular scientific enquiry.					Give an example of something to support a theory.
	<b>Activity</b> Glossary lesson with vocab. Classify sweets using a classification system.	<b>Activity</b> Double page spread on Carl Linnaeus.	<b>Activity</b> Classifying animals and living things using Linnaeus' system.	<b>Activity</b> Create a classification system using the plants and animals outside.	<b>Activity</b> Classify unusual creates and plants using online research.	<b>Activity</b> Create a new creature and sort it onto the Animalia taxonomy.
<b>Geography</b> Developing world	<b>National Curriculum Objective</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<b>National Curriculum Objective</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<b>National Curriculum Objective</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>National Curriculum Objective</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<b>National Curriculum Objective</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>National Curriculum Objective</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	<b>Skills and Knowledge</b> Locate core physical features using digital technology. Select the most appropriate resources for different purposes.	<b>Skills and Knowledge</b> Relate to prior knowledge and use knowledge of tropics/equator. Use 6 figure grid references.	<b>Skills and Knowledge</b> Know geographers use social, political and economic indicators to measure development in countries throughout the world.	<b>Skills and Knowledge</b> Use 6 figure grid references to locate borders and land features. Use prior knowledge to talk about the equator.	<b>Skills and Knowledge</b> Use newspapers and current affairs. Ask questions about why countries are still developing today.	<b>Skills and Knowledge</b> Know how the world has benefitted from the strengths of people in Africa.



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	Use 8 points of a compass. Know names of world's deserts and locate. Use google earth to locate a country or place and follow a journey of a river.	Know position and significance of longitude/latitude/hemisphere Natural disasters.	To know the types of settlement and land use across Africa and trade links. Know main human and physical differences between developed and developing countries.			
	<b>Activity</b> Google earth.	<b>Activity</b> Climate zones, how does this affect the equator? Natural disasters in Africa.	<b>Activity</b> Split page in half and compare physical and human features	<b>Activity</b> Grid references lesson.	<b>Activity:</b> Use social, political and economic indicators. Prepare a ppt on different countries and feedback to class.	<b>Activity</b> Biography style double page spread.
	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>National Curriculum Objective</b> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
D&T Cooking	<b>Skills and Knowledge</b> To know some common meals eaten in developing worlds. Work confidently in a range of contexts.	<b>Skills and Knowledge</b> To know that a healthy diet is made up of a variety of balance.	<b>Skills and Knowledge</b> To know many parts of 3 <sup>rd</sup> world countries have restricted food choices in comparison to the UK.	<b>Skills and Knowledge</b> Prepare and cook a variety of savoury and sweet dishes safely using a heat source.	<b>Skills and Knowledge</b> To gather information using questionnaires and surveys.	<b>Skills and Knowledge</b> To carry out research to identify needs.





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	Tinkering with logo: text-based programme.	Nested loops: explore how have loop changes the design.	Using python: develop thinking skills to recreate a picture using text based programming language.	. Using loops in python: use loops in python.	Coding Mondrian: decompose a programme and write an algorithm.	Coding Mondrian: decompose a programme and write an algorithm.
	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>National Curriculum Objective</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
PE Tennis	<b>Skills and Knowledge</b> Agree and explain rules to others. Build an extended rally with a partner. Know which sports they are good at and find out how to improve further.	<b>Skills and Knowledge</b> Know different techniques for hitting a tennis ball.	<b>Skills and Knowledge</b> Know how to play a forehand shot.	<b>Skills and Knowledge</b> Know how to play a backhand shot.	<b>Skills and Knowledge</b> Know how to use the space on the court to score points. Demonstrate an over-head serve.	<b>Skills and Knowledge</b> Know how to score a tennis game. Play at least two different shots in a game situation. Play competitive games demonstrating a strong understanding of tactics.
	<b>Activity</b> Go through the basic rules. Practice hitting the ball with the racket and the technique. Change direction of the ball.	<b>Activity</b> Be able to 'push' the ball. Practice the ready position.	<b>Activity</b> Focus on forehand shots and understand what shots can be used.	<b>Activity</b> Practice backhand shots.	<b>Activity</b> Play a tennis serve, What is this and how do we do it?	<b>Activity</b> Apply all skills into a match and referee.
	LF3 - To show an understanding on the Eucharistic prayer through	LF4 - Extended write.	LF6 assessment. (plan)	Respond and new big question.	LF2 - To describe how Christians can live out the bread of life and give reasons	LF5 - To discuss the meaning of good Friday, describing events and making links to



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RE Unity Death & New Life	words, pictures and actions giving reasons for my choice.				for belief.	other sources. <b>Activity - scripture detectives.</b>
	<b>Activity - design a logo to represent this prayer. Using the head, heart and cloud say which each one represents. What key religious figure would wear this and why?</b>	LF6 - Hook.	LF6 - Assessment	LF1 - To describe how Lent is a time to die in order to live a new life giving reasons for Christian belief.	<b>Activity - scripture detectives.</b>	<b>Extended write - diary entry as a witness e.g. disciple.</b>
	LF4 - To show an understanding of the Our Father and make links to Christian belief.  <b>Activity - scripture detectives line by line.</b>	<b>Activity - write a speech to perform in front of world leaders asking for peace. Perform this and post on see-saw.</b>	<b>Activity - Assessed piece.</b>	<b>Activity - symbolism of ashes during ash Wednesday.</b>	Extended write - magazine article on the bread of life.	LF6 - To use a range of sources to describe the Easter Vigil and make links to these. <b>Activity - design a booklet</b>
<b>National Curriculum Objective</b> Read carefully and show understanding of words, phrases and simple writing	<b>National Curriculum Objective</b> Engage in conversations asking and answering questions					
French Music	<b>Skills and Knowledge</b> Pick out key information from a written text	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b> Know at least five French words for musical instruments	<b>Skills and Knowledge</b> Form sentences about musical instruments	<b>Skills and Knowledge</b> Listen for key information	<b>Skills and Knowledge</b> Understand how French phrases can rhyme in songs





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	How to run an effective rehearsal in preparation for a concert Play I Feel Good	How to run an effective rehearsal in preparation for a concert Play I Feel Good	How to run an effective rehearsal in preparation for a concert Play I Feel Good	How their part fits with the other people playing	How their part fits with the other people playing	How their part fits with the other people playing
	<u>Activity</u> Rehearsal for performance 16-3-20 Play I Feel Good	<u>Activity</u> Rehearsal for performance 16-3-20 Play I Feel Good	<u>Activity</u> Rehearsal for performance 16-3-20 Play I Feel Good	<u>Activity</u> Learning the rhythmic pattern that accompanies the piece Learning the lyrics Let it Be	<u>Activity</u> Let it Be Addition of the bass and drums to the ukulele and keys	<u>Activity</u> video or audio assessment
<b>PSHE</b> Money matters	L13 - Understand how finance plays an important part in people's lives. L13 - Understanding about being a critical consumer.  Skills wheel.  Lesson: discuss advertising. What is it? How do people make money from it? Watch some and identify the techniques. Use these to develop their own. How does social media mislead customers?  End game - write anagrams related to the topic and then need to unscramble the letter.	L14 - Developing an understanding of the concepts of interest, loan, debt and tax. L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.  Pre lesson game - what do you think tax is? Share some ideas.  Lesson - Look at HMRC packs on tax. Watch the video and ask children to draw and write their own words and represent what they think tax is now. Share these.	L13 - Understand how finance plays an important part in people's lives. L13 - Understanding about being a critical consumer. L14 - Developing an understanding of the concepts of interest, loan, debt and tax. L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.  Lesson - What is council tax? What does it cover? What would it pay for in our area? Silent debate on some scenarios related to not being able to pay bills.  End game - if they had to design a website to support	L16 - Developing enterprise skills.  Lesson - give out skills and qualities cards and job profile cards. What skills do people need for certain jobs? Using the poster from stem, design a version that would be suitable for primary school children so that they can understand the importance of developing skills for their future. What would the title be?  End game - share their dream job and one skill they need to do it.	L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.  Lesson - introduce the 5 ways to wellbeing. Think about the charities young minds and heads together. What are they about? How do they link to the 5 ways to wellbeing. How can we improve wellbeing in school? Develop a campaign that would promote the 5 ways to wellbeing.  End game - on hand templates children write 5 ways to wellbeing they can think of.	R15 - Recognising and managing dares.  Lesson: What is a dare? Create a list of dares. Order them on a continuum from Very Risky - Not Very Risky. Introduce the scenario and discuss the consequences. 1. Rishab is with a friend playing a game on technology. His friend dared him to use his parents credit card details to pay for it. They won't know. Discuss and role play how to manage the dare.  Skills wheel and passport.  End game - tied in knots.



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			people what would they call it and how would they make it appeal to adults?			
British Values	Mutual respect of other faiths/culture	Mutual respect of other faiths/culture	Mutual respect of other faiths/culture	Mutual respect of other faiths/culture	Mutual respect of other faiths/culture	Mutual respect of other faiths/culture
Special Events	Intriguing introduction - Carousel of activities around developing world e.g. Cleaning dirty water, reading stories.		British Science week		Expert ending - showcasing our food we have made in D.T	