



St Patrick's  
Catholic Voluntary Academy

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

HALF TERM: Advent 2 2019 TEACHER: Miss Moody Teaching Assistant: Miss Thornhill YEAR GROUP: 6



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TOPIC TITLE: Euro Tunnel Travels BOOK FOCUS: The Journey – Francesca Sanna  
The arrival – Shaun Tan

|                                   | WEEK 1  | WEEK2   | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6  | WEEK 7  |
|-----------------------------------|---|---|--|--|---|---|---|
| English Text Type                 | Non-fiction - Information texts.  | Non-fiction - Information texts.  | Non-fiction - Information texts  | Fiction - Stories from other cultures.   | Fiction - Stories from other cultures   | Fiction - Stories from other cultures   | Writing Consolation Skills Sessions   |
| Reading Comprehension             | Non-fiction   | Fiction   | Poetry   | Non-fiction  | Fiction   | Poetry  | Revision Skills   |
| Spelling, Punctuation and Grammar | Semi-colons   | Parenthesis   | Subordinate clauses  | Conjunctions   | Commas for clarity  | Colons  | Revision Skills   |
| Maths                             | Block 3 - Fractions   | Block 3 - Fractions   | Block 3 - Fractions  | Block 4 - Geometry   | Block 4 - Geometry  | Block 4 - Geometry  | Revision Skills   |
| Science                           | <u>National Curriculum Objective</u><br>To use recognised symbols when representing a simple circuit in a diagram | <u>National Curriculum Objective</u><br>To use recognised symbols when representing a simple circuit in a diagram | <u>National Curriculum Objective</u><br>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | <u>National Curriculum Objective</u><br>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | <u>National Curriculum Objective</u><br>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches | <u>National Curriculum Objective</u><br>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches | <u>National Curriculum Objective</u><br>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches |
|                                   | <u>Skills and Knowledge</u><br>Know the symbols that represents components in a circuit.                          | <u>Skills and Knowledge</u><br>Know that electricians use circuit diagram in building plans.                      | <u>Skills and Knowledge</u><br>Know that voltage affects the functionality of components.  | <u>Skills and Knowledge</u><br>Know how to problem solve if a circuit doesn't work.  | <u>Skills and Knowledge</u><br>Know that switches are used to stop/start the flow of electricity.   | <u>Skills and Knowledge</u><br>Know that if a bulb isn't working and the circuit looks complete that the  | <u>Skills and Knowledge</u><br>Know some scientists who investigated electricity such as  |



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|--------------------------------------|--|--|---|---|--|--|--|
|                                      | <p>Know why we use symbols rather than drawings.<br/>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p>  | <p>Know that inventors use circuit diagrams in their planning.<br/>Can use scientific ideas when describing simple processes.</p>  | <p>Use test results to make predictions to set up further comparative and fair tests.</p>   | <p>Can draw conclusions and identify scientific evidence.</p>   | <p>Recognise which secondary sources will be most useful to research their ideas.</p>  | <p>filament in the bulb may be damaged causing the circuit to be incomplete.<br/>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p>                                     | <p>Thomas Edison and Nikola Tesla.<br/>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> |
|                                      | <p><b>Activity</b><br/>Represent symbols in diagrams and explain what they are. Create a basic circuit.</p>  | <p><b>Activity</b><br/>Look at some inventors and their circuit diagrams.</p>  | <p><b>Activity</b><br/>Test and predict what happens to a bulb when we add more cells.</p>  | <p><b>Activity</b><br/>Give children instructions to follow and purposely make sure the circuit doesn't work. Can they explain why and rectify this?</p>  | <p><b>Activity</b><br/>Create circuits with switches and think of where in real life we use this.</p>  | <p><b>Activity</b><br/>Give children broken bulbs with instructions to complete a circuit. Can they figure out the problem?</p>  | <p><b>Activity</b><br/>Research famous electricians.</p>   |
| <p><b>History/<br/>Geography</b></p> | <p><b>National Curriculum Objective</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p> | <p><b>National Curriculum Objective</b><br/>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</p> | <p><b>National Curriculum Objective</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</p> | <p><b>National Curriculum Objective</b><br/>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</p> | <p><b>National Curriculum Objective</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p><b>National Curriculum Objective</b><br/>Use the eight points of a compass, four and six-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</p> | <p><b>National Curriculum Objective</b><br/>Locate the world's countries, focus on Europe.</p>   |



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|--|--|---|--|--|---|---|---|
|  | characteristics, countries, and major cities   | and time zones (including day and night)  | region within North or South America   |  |   |   |   |
|  | <p><b>Skills and Knowledge</b><br/>Know that Europe is a continent.<br/>Know which countries are included in Europe.</p> | <p><b>Skills and Knowledge</b><br/>Know what grid references are and how they are used to locate places on a map.<br/>Know what an ordinance survey is.</p> | <p><b>Skills and Knowledge</b><br/>Know that each country's climate varies.<br/>Know the climates and relate this to their knowledge of the hemispheres and equator.<br/>Know the impact of climate change on Europe<br/>Know the language spoken in each country and which countries speak the same language.<br/>Know which countries use the Euro as currency and which don't.<br/>Know the surrounding seas of Europe.<br/>Maths link- convert currency using exchange rates e.g the value of the £ to the euro.</p> | <p><b>Skills and Knowledge</b><br/>Know facts about population, landmarks, capital cities, rivers etc for the countries of Europe.<br/>Know which countries are more heavily populated and reason why.<br/>Know the main religions in Europe and areas of conflict.<br/>Know the importance of tourism to each country and the reasons why tourists are attracted to certain parts of each country e.g. beaches, cities etc<br/>Know which rivers cross different countries.<br/>Know which countries are land locked and which are coastal.</p> | <p><b>Skills and Knowledge</b><br/>Select the appropriate resource to locate Europe and the countries of Europe e.g. Google earth, atlas, map etc.<br/>Locate key physical features using on a map e.g. mountain ranges, rivers, volcanoes etc<br/>Use maps to plot a sightseeing journey across Europe, work out the shortest and longest routes to include a set number of sites and attractions.</p> | <p><b>Skills and Knowledge</b><br/>Use 8 points of the compass to locate countries and land features.<br/>Use 4 and 6 figure grid references to locate countries and land features.</p> | <p><b>Skills and Knowledge</b><br/>Know that the Euro Tunnel exists between Europe and Great Britain.<br/>Know the different methods of travel between the countries.<br/>Know what trade links exist between countries.<br/>Know the basic laws regarding travel between countries and immigration.<br/>Know what the European union is.<br/>Know what the term Brexit means and the implications for our country in relation to Europe.<br/>Use newspapers and current affairs programmes to find</p> |



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|---------|---|---|--|--|---|---|---|
|         |   |   |  |  |   |   | knowledge of current events across Europe.  |
|         | <p><b>Activity</b><br/>Intriguing introduction - European breakfast. Label European countries on a map.</p>     | <p><b>Activity</b><br/>Identify and label tropics/lang and lat on a map.</p>                                    | <p><b>Activity</b><br/>Compare the UK to a European country, focusing on currency, language, sea etc.</p>                                    | <p><b>Activity</b><br/>Add to the resrarch on their chosen country focusing on other things such as religion, coasts etc.</p>                | <p><b>Activity:</b><br/>Expose chn to maps/atlases/globes/google maps on ipads etc. locate the countries in Europe. Evaluate each resource.</p>   | <p><b>Activity</b><br/>Use 8 points of the compass to locate UK and their country in Europe. Use 4 and 6 figure grid references to locate UK and Europe.</p>  | <p><b>Activity</b><br/>Expert ending - Visit to Europe. Set up hall as different parts of Europe. Invite parents and staff in.</p>  |
| Art/D&T | <p><b>National Curriculum Objective</b><br/>Learn about great artists, architects and designers in history.</p> | <p><b>National Curriculum Objective</b><br/>Learn about great artists, architects and designers in history.</p> | <p><b>National Curriculum Objective</b><br/>To create sketch books to record their observations and use them to review and revisit ideas</p> | <p><b>National Curriculum Objective</b><br/>To create sketch books to record their observations and use them to review and revisit ideas</p> | <p><b>National Curriculum Objective</b><br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p><b>National Curriculum Objective</b><br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p><b>National Curriculum Objective</b><br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> |
|         | <p><b>Skills and Knowledge</b><br/>Know when the Renaissance period was in Europe 1400-1600 approx.</p>         | <p><b>Skills and Knowledge</b><br/>Know other key historical events in this period around the world e.g.</p>    | <p><b>Skills and Knowledge</b><br/>Know that artists in this period focused on realism in their art and sculpture.</p>                       | <p><b>Skills and Knowledge</b><br/>Know some of the key renaissance artists e.g. Michelangelo, Leonardo Da</p>                               | <p><b>Skills and Knowledge</b><br/>Know that Giotto was one of the first renaissance artists who changed the</p>  | <p><b>Skills and Knowledge</b><br/>Know that many renaissance artists used apprentices to complete their work.</p>  | <p><b>Skills and Knowledge</b><br/>Know the location/origin of great renaissance work and artists.</p>  |





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|--|--|---|--|--|--|--|--|
|  | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information   | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information      | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information   | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information   | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
|  | <p><b><u>Skills and Knowledge</u></b><br/>Know what stop-frame animation is.<br/>Know some programmes that use stop frame animation.<br/>Compare different types of animation.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Know that you must keep the camera in a fixed position.<br/>Compare different types of animation.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Know that frame rate affects the overall quality.<br/>Compare different types of animation.</p>  | <p><b><u>Skills and Knowledge</u></b><br/>Know that small movements make the animation flow better however increase the workload as there are ore frames to knit.<br/>Select footage carefully.<br/>As a class make use of video technologies to work collaboratively.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Know that stop frame requires still images knitted together to create the appearance of movement.<br/>Be selective about content ensuring it matches purpose.<br/>As a class make use of video technologies to work collaboratively.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Know some famous stop frame animators such as Nick Parks and Tim Burton.</p>                     | <p><b><u>Skills and Knowledge</u></b><br/>Know that there are many types of animation.</p>   |
|  | <p><b><u>Activity</u></b><br/>Compare different stop motion animations.</p>  | <p><b><u>Activity</u></b><br/>Compare and research the different types of animations.</p>   | <p><b><u>Activity</u></b><br/>Create a storyboard for their own animation.</p>   | <p><b><u>Activity</u></b><br/>Begin to use an app to create their own stop motion.</p>   | <p><b><u>Activity</u></b><br/>Complete their own stop motion.</p>  | <p><b><u>Activity</u></b><br/>Research famous animators.</p>   | <p><b><u>Activity</u></b><br/>Explore different animations.</p>  |





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|----|---|--|--|--|--|---|---|
| PE | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>            | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>   | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>   | <p><b><u>National Curriculum Objective</u></b><br/>.Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>   | <p><b><u>National Curriculum Objective</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>  |
|    | <p><b><u>Skills and Knowledge</u></b><br/>Know how the body reacts to a warm up and a cool down.<br/>Combine control and passing techniques in practice and in competitive games.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Apply a clear defensive and attacking strategy in competitive conditions.<br/>Know how to referee a 7 a-side game</p>            | <p><b><u>Skills and Knowledge</u></b><br/>Consistently show precision, control and fluency when shooting in competitive conditions.</p>                                    | <p><b><u>Skills and Knowledge</u></b><br/>Apply different tactics to appropriate situations.<br/>Know which skills and attributes are desirable for each position.<br/>Know which position they are suited to.</p>         | <p><b><u>Skills and Knowledge</u></b><br/>Practice and refine skills and techniques to improve their own and teammates performances in games.<br/>Know how the can improve their own game. Know how to help their teammates improve.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Analyse and comment on skills, techniques and tactics and how these are applied within the game.<br/>Know which tactics would be required in different game situations.</p> | <p><b><u>Skills and Knowledge</u></b><br/>Know professional players that have been pioneers or had a wider impact on society.<br/>Know how to access local clubs and academies.</p>   |
|    | <p><b><u>Activity</u></b><br/>Lead a warm up and cool down and explain the importance.<br/>Pass the ball effectively to each other. Dribble the ball around cones.</p>                | <p><b><u>Activity</u></b><br/>Go through the key rules of football and have a 7 a side game focusing on passing a set amount of times. Children rotate and referee.</p>    | <p><b><u>Activity</u></b><br/>Target practice. Children practice shooting. Apply this to a game situation.</p>   | <p><b><u>Activity</u></b><br/>Go through each position in football and the qualities the position needs. In teams children choose their own position.<br/>Have short 5 minute games. Teams meet up to discuss tactics.</p> | <p><b><u>Activity</u></b><br/>Go straight into a game. Stop at different points to analyse performance.</p>  | <p><b><u>Activity</u></b><br/>Combine all skills and tactics learnt to play a game. Analyse the game after in a sky sports style. Record this for see-saw.</p>  | <p><b><u>Activity</u></b><br/>Theory - in class activity. Choose a local footballer and find out how they got into football.<br/>Choose a famous footballer who has had a big impact on society. Create a poster about both of these.</p> |



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|--------|--|--|---|---|--|--|--|
| RE     | LF3  | LF5  | New topic - expectations. Question shower. Explore.   | LF2 - To show understanding of the message of Prophet Isaiah and consider the significance of this.                       | LF4 - To show understanding of the 'Incarnation' and make links to what the word of God became.                              | LF6. Respond. Question shower.   | Advent liturgy.  |
|        | LF4  | LF6  | LF1 - To consider the expectations upon Christians during the season of Advent and make links to the coming of Jesus. | LF3 - To think about the expectations placed on Mary, making links to the Angelus and other sources.                      | LF5 - To understand the feelings of John the Baptist and consider how we can use this to prepare during this time of Advent. | Advent liturgy.  | Advent liturgy.  |
|        |  | Question shower. Respond.  |   |   |  |  |  |
| French | <u>National Curriculum Objective</u><br>Explore patterns and sounds of language through songs and rhymes linking sounds, spelling and meaning of words | <u>National Curriculum Objective</u><br>Listen attentively and show understanding by joining in and responding | <u>National Curriculum Objective</u><br>Read carefully and show understanding of words, phrases and simple writing    | <u>National Curriculum Objective</u><br>Engage in spoken conversations asking/answering questions to a range of audiences | <u>National Curriculum Objective</u><br>Write phrases from memory and adapt these to create new sentences                    | <u>National Curriculum Objective</u><br>Read carefully and show understanding of words, phrases and simple writing | <u>National Curriculum Objective</u><br>Present ideas and information orally to a range of audiences expressing opinions |
|        | <u>Skills and Knowledge</u><br>Pronounce numbers 1-100<br>Know various greeting phrases and numbers  | <u>Skills and Knowledge</u><br>Recognise numbers 1-100   | <u>Skills and Knowledge</u><br>Know at least five words for shops in French   | <u>Skills and Knowledge</u><br>Speak paired conversations ordering grocery items  | <u>Skills and Knowledge</u><br>Write information for a shop window display   | <u>Skills and Knowledge</u><br>Pronounce a range of words and phrases in French in a text                          | <u>Skills and Knowledge</u><br>Speak about their town  |





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|       |   |  |  | Know key language for expressing numbers and prices   |  | Know at least five places in town  | Know language structures necessary for doing this  |
|       | <b>Activity</b><br>Revise greetings and introduce numbers 1-100 through various games and activities                        | <b>Activity</b><br>Listening comprehension consolidating numbers 1-100   | <b>Activity</b><br>Introduce shop vocabulary and complete reading comprehension about shops, numbers and prices                                    | <b>Activity</b><br>Using written stimulus, pupils speak in pairs ordering items and asking for/giving prices for these      | <b>Activity</b><br>Using ICT if available, pupils create a shop window display in French giving information including special offers and prices                                  | <b>Activity</b><br>Reading comprehension where pupils use clues provided to work out English meanings for various places in town | <b>Activity</b><br>Pupils speak about their town saying what there is/isn't in their local area and give opinions                                |
| Music | <b>National Curriculum Objective</b><br>Listen with attention to detail.<br>Play and perform in solo and ensemble contexts. | <b>National Curriculum Objective</b><br>Play and perform in solo and ensemble contexts.<br>Use and understand staff and other musical notations. | <b>National Curriculum Objective</b><br>Use and understand staff and other musical notations.<br>Develop an understanding of the history of music. | <b>National Curriculum Objective</b><br>Listen with attention to detail.<br>Play and perform in solo and ensemble contexts. | <b>National Curriculum Objective</b><br>Use and understand staff and other musical notations.<br>Listen with attention to detail and recall sounds with increasing aural memory. | <b>National Curriculum Objective</b><br>Play and perform in solo and ensemble contexts.<br>Improvise and compose music.          | <b>National Curriculum Objective</b><br>Play and perform in solo and ensemble contexts.<br>Use and understand staff and other musical notations. |
|       | <b>Skills and Knowledge</b><br>Produce a clear sound.   | <b>Skills and Knowledge</b><br>Move from one note to the next fluently and in time with the backing.   | <b>Skills and Knowledge</b><br>Produce a clear sound, reading and playing the notes B A and G.   | <b>Skills and Knowledge</b><br>Playing in parts.<br>Play in time with others adjusting where necessary.                     | <b>Skills and Knowledge</b><br>Be able to play quaver notes using the tongue to articulate the sound.<br>Accurately subdivide beats.   | <b>Skills and Knowledge</b><br>Play the new notes C, D, E and F.   | <b>Skills and Knowledge</b><br>Play slurred and tongued notes.   |



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|                | <p><b>Activity</b><br/>Standing, sitting and playing the different woodwind instruments be able to explain why we adopt a certain posture for playing each different instrument</p> | <p><b>Activity</b><br/>Playing between notes<br/>Copy cat playing<br/>Don't play this one back</p> | <p><b>Activity</b><br/>Notation station including other types of notation</p>  | <p><b>Activity</b><br/>Play various rounds, two and three part compositions</p> | <p><b>Activity</b><br/>Accurately tongue and play rapid quaver exercises<br/>advanced copy cat playing</p> | <p><b>Activity</b><br/>Improvising over a given chord sequence in major and minor keys</p> | <p><b>Activity</b><br/>Integrate slurs into the Dusty Springfield piece.</p>                          |
| Special Events |   |  |  | Advent liturgy Year 3   | Advent liturgy Year 4  | Advent Liturgy Year 5  | Advent liturgy Year 3 SATS papers?  |
| British Values | Democracy - discussions around Europe for our European breakfast  | Tolerance of those with different faiths and beliefs - linked to art topic                         | Tolerance of those with different faiths and beliefs - linked to topic work around comparing UK to European countries. | Mutual respect - around our books linked to refugees.                           | Democracy - linked to topic voting for the most useful resource.   | Rule of law - link to writing and refugees. Is law always fair to them?                    | Individual liberty - discussions and debates around where our paintings would be showcased in Europe. |