



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 1 2020

TEACHER: Miss Moody Teaching Assistant: Miss Thornhill YEAR GROUP: 6



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TOPIC TITLE: Jurassic World BOOK FOCUS: Skellig by David Almond

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
English Text Type	Imaginary world	Imaginary world	Imaginary world	Persuasive writing	Persuasive writing
Reading Comprehension	Fiction	Non-Fiction	Poetry	Non-fiction	Fiction
Spelling, Punctuation and Grammar	Active and passive voice	Vocab for effect	Apostrophes	Question tags	Colons
Maths	Block 10 - Geometry	Block 10 - Geometry	Block 11 - Problem Solving	Block 11 - Problem Solving	Block 11 - Problem Solving
Science Evolution and inheritance	<p><u>National Curriculum Objective</u> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p><u>National Curriculum Objective</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><u>National Curriculum Objective</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><u>National Curriculum Objective</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><u>National Curriculum Objective</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>
	<p><u>Skills and Knowledge</u> To know about reproduction and offspring. To know about some inherited characteristics in living things. To know about the work of Darwin. Keep a record of new scientific words.</p>	<p><u>Skills and Knowledge</u> To know how plants and animals have adapted to suit their environment. Support conclusions with evidence.</p>	<p><u>Skills and Knowledge</u> To link adaptation over time to evolution. Make predictions based on information.</p>	<p><u>Skills and Knowledge</u> To know about evolution and explain what it is. Present information in a range of ways including I.T. Explanations are set out clearly to explain why something has happened and its impact on other things.</p>	<p><u>Skills and Knowledge</u> To know how the earth and living things have changed over time. To know how fossils can be used to find out about the past. To know the role fossils have in the development of the evolutionary theory. Able to give an example of something they have focused on when supporting a scientific theory.</p>



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	Activity Find out what key words mean. What characteristics have you inherited from your parents?	Activity .Choose from a variety of animals or plants. Annotate to show how they have adapted to suit their environment.	Activity Give children pictures of animals. Can they work out how they have adapted over time?	Activity Show children a video explaining why giraffes have a long neck. Can they use this to link to evolution? They can present however they like: poster, video, fact file etc.	Activity Give children a selection of pictures of fossils with a description of what they are. Children need to choose one and study it. Describe it, what does it remind them of? What can we learn from fossils?
History Jurassic world	National Curriculum Objective Continue to develop a chronologically secure knowledge and understanding of the world and history.	National Curriculum Objective Continue to develop a chronologically secure knowledge and understanding of the world and history.	National Curriculum Objective Continue to develop a chronologically secure knowledge and understanding of the world and history.	National Curriculum Objective Continue to develop a chronologically secure knowledge and understanding of the world and history.	National Curriculum Objective Continue to develop a chronologically secure knowledge and understanding of the world and history.
	Skills and Knowledge To know the Mesozoic era was from 201 to 144 million years ago. To know that the time in which dinosaurs lived was called the Mesozoic era. Use timelines to place events and periods in prehistoric history. Make accurate use of specific dates and term.	Skills and Knowledge To know that the Mesozoic era was split into 3 separate eras. To know that the 3 periods were called the Triassic, Jurassic and Cretaceous. To know the earth has evolved over time. Describe how changes that took place in the Jurassic period effect the geography of the world today.	Skills and Knowledge To know that the supercontinent Pangea split apart to form the continents as we know them today. To know the earth has evolved over time.	Skills and Knowledge To know the importance of fossils in developing an understanding of the Mesozoic era. To know where fossils are likely to be found. Understand that because of the evidence of the time is limited to few sources there is a wider range of interpretation that has been made about this period.	Skills and Knowledge To know that there are many theories about the extinctions of dinosaurs but no proven conclusion or evidence. To give reasons why changes may have occurred. Present information in the most appropriate way.



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	<p>Activity Intriguing introduction for starter. Dinosaur in class. Create a timeline to show each when the period was in relation to other parts of history.</p>	<p>Activity Use the information presented to find out more about each period specifically.</p>	<p>Activity Explain to chn that Pangea split into the continents to know today. Can they label each continent and write a paragraph about the shift.</p>	<p>Activity Match the fossil and bones to the dinosaur and explain why.</p>	<p>Activity: Give children various theories e.g. asteroid impact, ice age etc. they need to choose which one they feel most strongly for and give reasons. Silent debate.</p>
Art Wings	<p>National Curriculum Objective 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>National Curriculum Objective 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>National Curriculum Objective 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>National Curriculum Objective 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>National Curriculum Objective 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>Skills and Knowledge To know that wings have been for a form of inspiration to many artist.</p>	<p>Skills and Knowledge .To know that many people attach a different meaning to the symbol of wings.</p>	<p>Skills and Knowledge Explain why different tools have been used to create art. Explain why chosen techniques have been used to create art. Use a range of pencils when creating observational art.</p>	<p>Skills and Knowledge Choose the media to use in artwork based on exploration and prior knowledge. Use imagination, innovation, originality and creativity when responding to a theme.</p>	<p>Skills and Knowledge To know that many people attach a different meaning to the symbol of wings.</p>
	<p>Activity Research different types of winged art, annotate these in books.</p>	<p>Activity Children come up with their own ideas firstly drawing on prior knowledge. Use resources to find out. List as many symbols of wings.</p>	<p>Activity Choose one piece of their favourite winged art work and annotate it.</p>	<p>Activity Design and create their own piece with symbolism in mind.</p>	<p>Activity Children annotate their own art work and do a write up about its meaning.</p>



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Computing Big data	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work</p>	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work</p>	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work</p>	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work</p>	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work</p>
	<p>Skills and Knowledge Know how bar codes and QR codes work. Know how the limitations of barcodes and QR codes. Know how data stored with bar codes and QR codes can be used by a computer.</p>	<p>Skills and Knowledge Know how infrared waves transmit data. Know there are different types of data transmission.</p>	<p>Skills and Knowledge Design algorithms that use repetition and a 2-way selection. Know the uses of RFID. Type formula into cells.</p>	<p>Skills and Knowledge Know the uses of RFID. Gather and analyse data in real time.</p>	<p>Skills and Knowledge Gather and analyse data in real time. Analyse and evaluate data.</p>
	<p>Activity Children get used to how a barcode works and what it is. Introduce QR codes using a QR code generator.</p>	<p>Activity Photograph infrared lights using front camera and send infrared signals.</p>	<p>Activity Explain what RFID chips are. Can they think of some examples? Use excel to create codes.</p>	<p>Activity Children link last weeks learning to how they could use this and where RFID codes could be used in real life and why.</p>	<p>Activity Children analyse transport data to solve scenarios that commuters might come up with. How could they turn this into an app?</p>
PE Athletics/ orienteering	<p>National Curriculum Objective use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective use running, jumping, throwing and catching in isolation and in combination</p>	<p>National Curriculum Objective Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>National Curriculum Objective Take part in outdoor and adventurous activity challenges both individually and within a team</p>



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	<p>Skills and Knowledge</p> <p>Know the importance of reaction speed.</p> <p>Know how to perform an effective sprinting technique that demonstrate power, speed, control and efficiency</p> <p>Know how to efficiently pass and receive the baton.</p> <p>Communicate clearly and effectively when under pressure.</p>	<p>Skills and Knowledge</p> <p>Demonstrate stamina and increase strength.</p> <p>Know how to control, sustain and change their pace to suit the race.</p> <p>Demonstrate endurance and stamina to be able to run for longer distances.</p> <p>Demonstrate good coordination, speed and rhythm when hurdling.</p>	<p>Skills and Knowledge</p> <p>Know how to lead jumping activities effectively and help others to make improvements to their jumping techniques in order to achieve their personal best.</p> <p>Know how to use different throwing techniques for distance and accuracy.</p> <p>Demonstrate power and control in the different phases of the jumps, gaining good height and distance with them.</p> <p>Demonstrate good strength, power and technique when throwing to gain good distance.</p>	<p>Skills and Knowledge</p> <p>Know how to orientate themselves accurately.</p> <p>Know how to design a course that is clear to follow and challenging.</p> <p>Know how to use navigation to improve a trail.</p> <p>Complete an orienteering course using a map.</p>	<p>Skills and Knowledge</p> <p>Know how to plan a route and a series of clues for someone else</p> <p>Know how to plan with others, taking account of safety and danger.</p> <p>Organise and manage an event for others.</p>
	<p>Activity</p> <p>Sprinting technique, sprint starts, relays.</p>	<p>Activity</p> <p>Long distance (stamina) and jumps (standing and triple)</p>	<p>Activity</p> <p>Throws - discuss, javelin and chest push.</p>	<p>Activity</p> <p>Planning a route (give children a blank map of school site, give them time to plan an orienteering course as a group).</p>	<p>Activity</p> <p>Setting up and running an orienteering course for each other.</p>
RE	<p>LF1 - To understand how the disciples felt when they were called witnesses.</p>	<p>LF3 - To wonder how Stephen felt.</p>	<p>LF5 - To find out about modern witnesses and how this shape Christian belief.</p>	<p>LF1 - To explain how Jesus healed the blind man.</p>	<p>Sikhism</p>
	<p>Activity - scripture detectives. Luke 24:44-49</p>	<p>Activity - Give chn scripture of Acts 66-76. They need to write questions they would ask Stephen.</p>	<p>Activity - find out more about modern witnesses and missiontogether.co.uk</p>	<p>Activity - newspaper report on the incident that happened.</p>	



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	<p>Lf2 - To show understanding of Pentecost and how this shapes our lives.</p> <p>Activity - show chn Acts 1:6-14. They need to use this to research Pentecost and explain how it influences their lives.</p>	<p>Lf4 - To show understanding of the impact Paul and Timothy had on Lydia and how this shapes religious beliefs.</p> <p>Activity - Imagine they are Lydia. Chn need to tell the story of how they met Timothy and Paul using the scripture to do this.</p>	<p>LF6 - To show understanding of a modern witness and explain how they shape lives.</p> <p>Activity - Think of someone they know who is a modern witness. Write a report on them and how their actions shape lives.</p>	<p>LF2 - To show an understanding of why the Good Samaritan acted as he did.</p> <p>Activity - create a ppt/storyboard/write a paragraph about why the good Samaritan did what he did.</p>	Sikhism
French	<p>National Curriculum Objective Explore the patterns and sounds of language through songs and rhymes and link the sound, spelling and meaning of words</p>	<p>National Curriculum Objective Speak in sentences using familiar vocabulary, phrases and basic language structures</p>	<p>National Curriculum Objective Read carefully and show understanding of words, phrases and simple writing</p>	<p>National Curriculum Objective Speak in pairs asking/answering questions</p>	<p>National Curriculum Objective Listen attentively and show understanding by responding and joining in</p>
	<p>Skills and Knowledge Know at least six methods of transport in French</p>	<p>Skills and Knowledge Speak at least one longer sentence using the conditional tense</p>	<p>Skills and Knowledge Find information from a conversation using words in context to work out meanings of new vocabulary</p>	<p>Skills and Knowledge Know how to order a ticket at a train station</p>	<p>Skills and Knowledge Listen and pick out key vocabulary learned during this topic</p>
	<p>Activity Revise methods of transport and pupils write and speak where they would like to go and by which method of transport</p>	<p>Activity Pupils speak about where they would like to go, how they would like to get there and for what reason</p>	<p>Activity Pupils read a conversation at a train station and translate this into English</p>	<p>Activity Pupils speak in pairs taking turns to order a ticket at a train station with most including additional details such as departure time and platform number</p>	<p>Activity Pupils listen to a dialogue at a train station and write key points in English</p>



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Music	<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	<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	<u>National Curriculum Objective</u> Listen with attention to detail and recall sounds with increasing aural memory	<u>National Curriculum Objective</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<u>National Curriculum Objective</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music
	<u>Skills</u> Adopt the playing position Create a buzz and start and stop a note <u>Knowledge</u> The names of the parts of the trombone How the body creates a buzz on a trombone	<u>Skills</u> Be able to build a trombone Be able to position hands correctly in the playing position Use the tongue correctly to start and stop a note <u>Knowledge</u> Where first position is on the Trombone Different note values including semibreve, minim	<u>Skills</u> Play moving between position 1 and position 6 <u>Knowledge</u> The notation symbols of the bass clef	<u>Skills</u> Starting to play moving between a number of different positions <u>Knowledge</u> Revision of note values and music theory How the slide positions match up with the musical notation	<u>Skills</u> Learn how to read and play repeats <u>Knowledge</u> How to write a repeat in musical notation The notes of the bass clef
	<u>Activity</u> Pass the Buzz and copy cat buzzing	<u>Activity</u> Build the P bone Name the parts Playing 1 st position 'Playing the Rest'	<u>Activity</u> Play 'Two Note Try Out' and 'Two note Twist'	<u>Activity</u> making musical bookmarks	<u>Activity</u> developing the musical bookmark playing 'Rest Easy'
PSHE Changes	H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school.	H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement.	H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement.	H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.	H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement.



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	<p>H8 - Exploring and managing loss, separation, divorce and bereavement.</p> <p>H14 - Practising asking for help and knowing where to go for help.</p> <p>Skills wheel.</p> <p>Lesson: Introduce a scenario about a family having a new baby. In groups of 4 draw an outline of a sibling who is struggling to leave the mum and baby. Fill the inside with the boys feelings. Do the same with another sibling who is feeling jealous. If they felt happier, what could have changed this? Discuss and share.</p> <p>End game - belonging game.</p>	<p>Lesson: Using the idea of creating memories develop a 'Museum of Memories' on paper. Think about the things you would like to remember about your time at primary school. What you have achieved, been involved in, the people you have met. Share and celebrate.</p> <p>End game: give someone a memory you have of them.</p>	<p>H14 - Practising asking for help and knowing where to go for help.</p> <p>Lesson: Ask them to think about the future. Create a question box. What questions have you got about moving up to secondary school? What worries do you have? Post the questions anonymously. Take the questions away and then create a list to share with the class.</p> <p>End game: bin bag of worries.</p>	<p>Lesson Ask them to imagine that a Year 7 has been at the new secondary school for 2 weeks. Ask them to think of a problem they may face. Ask them to think of 4 pathways they could take in order to help him solve the problem. Draw/write, record and share.</p> <p>End game: Mirror Mirror.</p>	<p>Lesson: Make a graffiti wall of all the things they are looking forward to about starting a new school. For example: independence, food choices, new friends, etc. Make it bright and colourful and celebrate the next steps of your journey of growing up. Share and celebrate.</p> <p>Skills wheel and passport.</p>
British Values	Individual liberty - forming own opinions and backing them up.	Individual liberty - forming own opinions and backing them up.	Individual liberty - forming own opinions and backing them up.	Individual liberty - forming own opinions and backing them up.	Individual liberty - forming own opinions and backing them up.
Special Events	Intriguing introduction - Dinosaur in the classroom. How can we work out what kind of creature it is?		SATS WEEK		SIKHISM WEEK Expert Ending - Art showcase.