



St Patrick's  
Catholic Voluntary Academy

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

HALF TERM: Pentecost 2 2020

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



St Patrick's  
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TOPIC TITLE: Survival of the fittest BOOK FOCUS: Sign of the Beaver By Elizabeth George Speare

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>English Text Type</b>	Information texts	Information texts	Information texts	Description	Description	Description	Creative writing	Creative writing
<b>Reading Comprehension</b>	Fiction	Non-Fiction	Poetry	Non-fiction	Fiction	Poetry	Fiction	Non-Fiction
<b>Spelling, Punctuation and Grammar</b>	Tenses	Cohesive devices	Conjunctions	Speech punctuation	Carefully selected vocab	Relative clauses	Recap	Recap
<b>Maths</b>	Block 13 - Statistics	Block 13 - Statistics	Block 14 - Investigations	Block 14 - Investigations	Block 14 - Investigations	Block 14 - Investigations	Consolidation	Consolidation
<b>Geography</b> Survival of the fittest	<u>National Curriculum Objective</u> describe and understand key aspects of:  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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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	<u>National Curriculum Objective</u> 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and



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	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	the United Kingdom and the wider world	the United Kingdom and the wider world	the United Kingdom and the wider world				earthquakes, and the water cycle
	<b>Skills and Knowledge</b> Know the human and physical features of the local area. Know which method to use to measure, record and present the human and physical features. To use 8 points of a compass to locate/plan/follow a route.	<b>Skills and Knowledge</b> Know what most of the ordnance survey symbols stand for. To look at maps on different scales and calculate scales on their own maps.	<b>Skills and Knowledge</b> Know how to use aerial maps and ordnance survey symbols to plan a route and locate core features. Know how to use 8 points of a compass confidently.	<b>Skills and Knowledge</b> To know how to create a map using 6 figure grid references and ordnance survey symbols. To use 6 figure grid references to mark/locate specific features. To draw their own maps with accuracy using scales, cores, symbols, grid references.	<b>Skills and Knowledge</b> Know what human and physical dangers exist in the local area. Know the dangers faced by homeless people living on the streets. Ask questions about the local area. Form and develop informed opinions.	<b>Skills and Knowledge</b> Know about some famous adventurers e.g. Bear Grylls/ Ray Mears, Megan Hine etc.	<b>Skills and Knowledge</b> Know what features of a shelter are needed for protection in the climate of the locality. Know which plants are safe/unsafe.	<b>Skills and knowledge</b> Know rules of survival when living outside in the local environment. Know how to problem solve. Know how to use equipment safely. Be aware of their own responsibility in the world.
	<b>Activity</b> Intriguing introduction - local area walk.	<b>Activity</b> Use resources for map reading lesson in groups.	<b>Activity</b> Using maps and digital technology, children plan a local area walk for the class.	<b>Activity</b> Children create their own map for the walk we have planned.	<b>Activity</b> Silent debate.	<b>Activity</b> Using iPads children do their own research and choose a survivalist to create a fact file about.	<b>Activity</b> Plan for expert ending next week.	<b>Activity</b> Expert ending: Using the route planned, maps and shelter building learning (D.T) children walk to the



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								destination they planned and sleep their for the night ? Raise money for homeless?
	<u>National Curriculum Objective</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<u>National Curriculum Objective</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<u>National Curriculum Objective</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<u>National Curriculum Objective</u> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<u>National Curriculum Objective</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<u>National Curriculum Objective</u> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<u>National Curriculum Objective</u> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<u>National Curriculum Objective</u> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
<b>Science</b> Animals including humans	<u>Skills and Knowledge</u> Know the function of blood vessels and blood. To know the components of blood and their functions. To know there are different blood groups. Know the name of 3 blood vessels. Keep an ongoing record of new words.	<u>Skills and Knowledge</u> Identify and name parts of the human circulatory system.	<u>Skills and Knowledge</u> Know the function of the heart. Know which type of investigation is needed to suit a particular scientific enquiry. Know how to set up an enquiry based investigation. Know what the variable are.	<u>Skills and Knowledge</u> To know ways in which nutrients are transported in animals including humans. Know that nutrients and water are transported around the body in blood by diffusion and osmosis.	<u>Skills and Knowledge</u> Identify and name parts of the human circulatory system. Use diagrams to support writing.	<u>Skills and Knowledge</u> To know the impact of diet, lifestyle and health has on the body. Aware of the need to support conclusions with evidence.	<u>Skills and Knowledge</u> To know the impact of drugs have on the body. Know that certain drugs can be used for positive effect in the form of medicines for prevention and cure. Know the negative physical, social and emotional impacts of the misuse of drugs.	<u>Skills and Knowledge</u> To know the importance of mental health and well-being on the body and mind.



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			Use year 6 measurements. Record and present data in a range of ways.				Know how to deal with peer pressure in relation to drug misuse.	
	<b>Activity</b> Blood smoothie painting activity - blood under a microscope.	<b>Activity</b> Label and name activity.	<b>Activity</b> Investigate changes in heart rates and explain why.	<b>Activity</b> Plot the journey of water and food.	<b>Activity:</b> Drama of blood - record and edit.	<b>Activity:</b> Create a TV advert.	<b>Activity:</b> Label and match the effects to the drug.	<b>Activity:</b> Human body exhibition.
D.T Shelter building	<b>National Curriculum Objective</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<b>National Curriculum Objective</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<b>National Curriculum Objective</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<b>National Curriculum Objective</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<b>National Curriculum Objective</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<b>National Curriculum Objective</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<b>National Curriculum Objective</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<b>National Curriculum Objective</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	<b>Skills and Knowledge</b> Use market research. Gather information about the needs and want of different groups.	<b>Skills and Knowledge</b> Use market research to inform plans and ideas, follow and refine original plans.	<b>Skills and Knowledge</b> Know the features of a successful shelter. Know how to adapt a plan based on material available.	<b>Skills and Knowledge</b> Justify planning in convincing way. Describe in detail the purpose of their products.	<b>Skills and Knowledge</b> Know how to use any tool correctly and safely. Know what each tool is used for.	<b>Skills and Knowledge</b> Use knowledge to improve a made product by strengthening, stiffening or reinforcing.	<b>Skills and Knowledge</b> Work confidently in a range of contexts. Make design decisions that take account of availability of resources.	<b>Skills and Knowledge</b> Know how to test and evaluate designed products. Evaluate product against a clear criteria.



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		Evaluate product against a clear criteria. Know the features of a successful shelter.	Generate ideas based on the needs of the user.	Indicate design features of their products that are necessary to intended users. Formulate step-by-step plans as a guide to making.	Explain why a specific tool is best for a specific action. Explain their choices, giving evidence.	Confidently select tools appropriate to the task. Make strong, stiff shell structures for a purpose.	Follow procedures for safety and hygiene. Recognise materials can be combined and mixed to create more useful characteristics.	Critically evaluate the quality of the design manufacture and fitness for purpose of their products.
	<b>Activity</b> Children work in groups to find out more about shelters.	<b>Activity</b> Look at successful shelters and annotate.	<b>Activity</b> Begin to design and create plans.	<b>Activity</b> Create a flowchart of how to build their shelter. Present this to the class and take feedback.	<b>Activity</b> Have a go using tools and matching these to their purpose.	<b>Activity</b> Shelter building. (double this up 2 week)	<b>Activity</b> Shelter building. (double this up 2 week)	<b>Activity</b> Evaluate their own and other peoples shelters.
<b>Computing</b> Skills showcase	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and



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	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>



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	<p><b>Skills and Knowledge</b> Know that programs are designed for a specific purpose. Design an electronic product</p>	<p><b>Skills and Knowledge</b> Develop a sequenced program that has repetition and variables identified. Design algorithms that use repetition and 2-way selection. Know the inputs and outputs needed for my product.</p>	<p><b>Skills and Knowledge</b> Develop a sequenced program that has repetition and variables identified. Know how to evaluate codes and what it does. Know the inputs and outputs needed for my product.</p>	<p><b>Skills and Knowledge</b> Develop a sequenced program that has repetition and variables identified. Design algorithms that use repetition and 2-way selection. Know how to use CAD. Know the inputs and outputs needed for my product. Use CAD software.</p>	<p><b>Skills and Knowledge</b> Develop a sequenced program that has repetition and variables identified. Know how to use CAD. Know the inputs and outputs needed for my product. Use CAD software.</p>	<p><b>Skills and Knowledge</b> Create a website.</p>	<p><b>Skills and Knowledge</b> Know how to record a video or take a photo.</p>	<p><b>Skills and Knowledge</b> Design an electronic product.</p>
	<p><b>Activity</b> Children have a go at micro bit coding. Think about the programming behind the products.</p>	<p><b>Activity</b> Children work on their coding program.</p>	<p><b>Activity</b> Children finish their coding program and evaluate a partners.</p>	<p><b>Activity</b> Children create a design for their product to let the micro:bit sit in. Spend this lesson experimenting.</p>	<p><b>Activity</b> Now they know how to create the shapes, children can design theirs.</p>	<p><b>Activity</b> Children create a website for their product.</p>	<p><b>Activity</b> Children create a video to advertise their product.</p>	<p><b>Activity</b> Present everything to the class. Children evaluate each other's.</p>
<p>PE Swimming</p>	<p><b>National Curriculum Objective</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>							



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	<p><u>Skills and Knowledge</u></p> <p>Know different actions for getting help. Swim at least 10m using 2 different effective strokes. Know 3 different types of jumps and when they could be used. Perform a surface dive Swim competently for at least 25m. Know how to perform a shout and signal rescue. Know how to perform a safe self-rescue in different water-based situations. Know how to perform a safe self-rescue in different water-based situations.</p> <p><u>Activity</u></p> <p>Swimming lead by qualified instructors at Portland L.C.</p>							
<p>RE Healing Common good</p>	LF 3 - To describe how Marks word could bring hope to a sick person and make links.	LF4&5 - To give reasons for the signs and symbols in the anointing of the sick.	EXTENDED WRITE	LF1 - To describe how God asks us to live justly and make links.	EXTENDED WRITE	Lf 5 - To understand we work together for the common good.	LF6 - To describe how Jesus gave Christians a new way of living.	Plan leavers mass.
	Scripture detectives.	Annotate the signs and symbols.	create a brochure to encourage people to visit Lourdes and how it would shape lives	Research some CAFOD and design an info sheet outlining how CAFOD lives out Micah 6:8.	Write a page each for an article of what the world would look like if everyone lives out the Good news.	Hook - wish jars.	Beatitude stations.	Plan leavers mass.
	LF3 EXTENDED WRITE	LF6- To show understanding of why Lourdes is such a special place to Christians.	Respond and new big question.	LF2 - To show understand that God sent Jesus to bring the Good news to everyone.	Lf4 - To explain how Catholics continue the work of Jesus. Unpick schools mission	Children prepare a presentation of how they would change the world. Link back to Christian beliefs.	Respond.	Plan leavers mass.



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		Lourdes virtual tour. Hook.		Hook - silent debate.	statement - how do we do this at St Pats?	EXTENDED WRITE.		
French	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>
	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>
	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
Music	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>
	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>
	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
PSHE Growing up	H7 - Recognising conflicting feelings. H18 - Understanding changes that happen	H12 - That simple hygiene routine can prevent the spread of bacteria.	H18 - Understanding changes that happen at puberty.	H6 - Identify the intensity of feelings.	H19 - Understanding what puberty and human reproduction is.	R2- Identifying qualities of a healthy relationship.	H4 - Exploring how images in the media and online do not always reflect reality.	Lesson - Think about the word 'selfie'. What are the pros and cons of



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	<p>at puberty. H19 - Understanding what puberty and human reproduction is. R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>Skills wheel.</p> <p>Lesson: What is puberty? Brainstorm in pairs. Using a body outline, ask children to add physical and emotional changes that might happen during puberty. Look at differences between boys and girls. Provide cards describing changes. Children sort them into boys and girls. Give thought bubbles out - children write</p>	<p>H18 - Understanding changes that happen at puberty. H19 - Understanding what puberty and human reproduction is.</p> <p>Lesson - Organise pupils into boy/girl groups. Provide each with a bag of objects/pictures/words. For example: deodorant, shaving cream, mirror, tweezers, leaflets about changes, questions with answers from the previous activity, socks, books about how babies are made, wet dreams, sanitary towels. Ask pupils to take an object from the bag. What is it? What might it be used for? Who uses</p>	<p>H19 - Understanding what puberty and human reproduction is. R5 - About committed loving relationships.</p> <p>Lesson - Read the book 'Where Willy Went' by Nicholas Allan. In groups ask them to review which parts of the book were fact and which were fiction. Is there any information missing from this book? Why do you think that is? Why does the book combine fact and fiction? What age group is the book aimed at?</p> <p>End game - I have learnt...</p>	<p>H13 - Identify pressures and influences. R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>Lesson - Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion.</p>	<p>Lesson - Read mummy laid an egg. Create a class timeline on the foetus. Add ideas on how the mum stays healthy onto the timeline. Explore how babies are celebrated across the world.</p> <p>End game - match the baby picture to the person in class.</p>	<p>Lesson - What is a healthy relationship? Brainstorm and explore. A healthy relationship is... Provide each child with a heart. Ask them to close their eyes and think what they think is meant by the term 'love.' Stick the heart on to a sheet and around it include all the ways people might show that they love someone? Provide the children with an outline of a T-Shirt and ask them to design a T-Shirt based on the activity. Make a 'Washing line of LOVE'.</p> <p>End game - agree or disagree scenarios.</p>	<p>L1 - Debate topical issues.</p> <p>Lesson - think of films like beauty and the beast and shrek. What makes someone attractive? Children make diamond 9 in groups. Share these. Look at why magazines use airbrushing. Compare airbrushed photos to reality. Ask the children to write straplines that will encourage young people to think about the realities of these images so that they are not trying to achieve an unrealistic goal.</p> <p>End game - Discuss the phrase - Beauty is only skin deep.</p>	<p>taking selfies? Split the class into groups of 4. Ask them to explore the pros and cons and then move groups to see other people's ideas. Ask children to design 'H'Elfies'- a healthy or happy selfie, based on activities that show a healthy happy lifestyle rather than a prescribed body image. Make a gallery of H'Elfies.</p> <p>End game - affirmation station.</p> <p>Skills wheel and passport.</p>



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TOPIC TITLE: Survival of the fittest BOOK FOCUS: Sign of the Beaver By Elizabeth George Speare

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	worries or questions on these. Read these another time.  End game - myth busters.	it? How does it relate to puberty/ growing up?  End game - One thing I will start doing is..		Use an emotional thermometer. Read out different embarrassing situations. Ask the children to hold up which number best represents how a child of their age might feel. Share and compare strategies.  End game - read frog in love.				
British Values	Individual Liberty	Individual liberty	Individual liberty	Individual liberty	Democracy	Democracy	Democracy	Democracy
Special Events	Intriguing Introduction - Local Walk	Briars Residential Trip						Expert ending - Shelter build and camp out.