



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 Electricity	<u>National Curriculum Objective</u> To use recognised symbols when representing a simple circuit in a diagram	<u>National Curriculum Objective</u> To use recognised symbols when representing a simple circuit in a diagram	<u>National Curriculum Objective</u> 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> 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> 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> 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> 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> Draw circuit diagrams using correct symbols.	<u>Skills and Knowledge</u> Know that electricians use circuit diagram in building plans.	<u>Skills and Knowledge</u> Know that voltage affects the functionality of components.	<u>Skills and Knowledge</u> Know how the number and voltage of cells in a circuit links to the	<u>Skills and Knowledge</u> Know that switches are used to stop/start the flow of electricity.	<u>Skills and Knowledge</u> Compare and give reasons for why components work and do not work in a circuit.	<u>Skills and Knowledge</u> Know some scientists who investigated electricity such as Thomas Edison and Nikola Tesla.



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	<p>Know the symbols that represents components in a circuit. Know why we use symbols rather than drawings. Keep an ongoing record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups. Use diagrams when necessary to support writing and be confident to present findings orally in front of the class.</p>	<p>Know that inventors use circuit diagrams in their planning.</p>		<p>brightness of a lamp or volume of a buzzer. Know how to problem solve if a circuit doesn't work. Make accurate predictions based on information gleaned from their investigations and create new investigations as a result.</p>		<p>Know that if a bulb isn't working and the circuit looks complete that the filament in the bulb may be damaged causing the circuit to be incomplete. Explanations set out clearly why something has happened and its possible impact on other things. Aware of the need to support conclusions with evidence.</p>	
	<p><b>Activity</b> Represent symbols in diagrams and explain what they are. Create a basic circuit.</p>	<p><b>Activity</b> Look at some inventors and their circuit diagrams.</p>	<p><b>Activity</b> Test and predict what happens to a bulb when we add more cells.</p>	<p><b>Activity</b> 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> Create circuits with switches and think of where in real life we use this.</p>	<p><b>Activity</b> Give children broken bulbs with instructions to complete a circuit. Can they figure out the problem?</p>	<p><b>Activity</b> Research famous electricians.</p>
<p>Geography Europe</p>	<p><u>National Curriculum Objective</u> Locate the world's countries, using maps to</p>	<p><u>National Curriculum Objective</u> Identify the position and significance of latitude,</p>	<p><u>National Curriculum Objective</u> Understand geographical similarities and</p>	<p><u>National Curriculum Objective</u> Human geography, including: types of</p>	<p><u>National Curriculum Objective</u> Use maps, atlases, globes and digital/computer</p>	<p><u>National Curriculum Objective</u> Use the eight points of a compass, four and six-</p>	<p><u>National Curriculum Objective</u></p>



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	focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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)	differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	mapping to locate countries and describe features studied	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	Locate the world's countries, focus on Europe.
	<p><b>Skills and Knowledge</b></p> <p>Know that Europe is a continent.</p> <p>Know which countries are included in Europe.</p> <p>Know the names of a number of European capitals.</p>	<p><b>Skills and Knowledge</b></p> <p>Know what grid references are and how they are used to locate places on a map.</p> <p>Know what an ordnance survey is.</p>	<p><b>Skills and Knowledge</b></p> <p>Know why industrials areas and ports are important. Know that each country's climate varies. Know the climates and relate this to their knowledge of the hemispheres and equator. Know the impact of climate change on Europe. Know the language spoken in each country and which countries speak the same language. Know which countries use the Euro as currency and which don't.</p>	<p><b>Skills and Knowledge</b></p> <p>Know about time zones and work out differences. Know facts about population, landmarks, capital cities, rivers etc for the countries of Europe. Know which countries are more heavily populated and reason why. Know the main religions in Europe and areas of conflict. Know the importance of tourism to each country and the reasons why tourists are attracted to</p>	<p><b>Skills and Knowledge</b></p> <p>Select the appropriate resource to locate Europe and the countries of Europe e.g. Google earth, atlas, map etc. Locate key physical features using on a map e.g. mountain ranges, rivers, volcanoes etc 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></p> <p>Know what 6 figure grid references are and how they are used to locate places on a map. Know how to locate features of an ordnance survey map. Use 8 points of the compass to locate countries and land features.</p>	<p><b>Skills and Knowledge</b></p> <p>Know that the Euro Tunnel exists between Europe and Great Britain. Know the different methods of travel between the countries. Know what trade links exist between countries. Know the basic laws regarding travel between countries and immigration. Know what the European union is. Know what the term Brexit means and the implications for our</p>



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			<p>Know the surrounding seas of Europe. Maths link- convert currency using exchange rates e.g the value of the £ to the euro.</p>	<p>certain parts of each country e.g. beaches, cities etc Know which rivers cross different countries. Know which countries are land locked and which are coastal.</p>			<p>country in relation to Europe. Use newspapers and current affairs programmes to find knowledge of current events across Europe. Know of famous people and their roles in Europe.</p>
	<p><b>Activity</b> Intriguing introduction - European breakfast. Label European countries on a map.</p>	<p><b>Activity</b> Identify and label tropics/longitude and latitude on a map.</p>	<p><b>Activity</b> Compare the UK to a European country, focusing on currency, language, sea etc.</p>	<p><b>Activity</b> Add to the research on their chosen country focusing on other things such as religion, coasts etc.</p>	<p><b>Activity:</b> Expose chn to maps/atlasses/globes/google maps on ipads etc. locate the countries in Europe. Evaluate each resource.</p>	<p><b>Activity</b> 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> Expert ending - Visit to Europe. Set up hall as different parts of Europe. Invite parents and staff in.</p>
<p><b>Art</b> Renaissance</p>	<p><b>National Curriculum Objective</b> Learn about great artists, architects and designers in history.</p>	<p><b>National Curriculum Objective</b> Learn about great artists, architects and designers in history.</p>	<p><b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>National Curriculum Objective</b> 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> 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> 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>



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	<p><b><u>Skills and Knowledge</u></b> Know when the Renaissance period was in Europe 1400-1600 approx. Know that the renaissance period was believed to have begun in Florence, Italy in approx. 1350. Timelinme the renaissance periods and artists. Identify the techniques used by renaissance artists to show perspective in paintings.</p>	<p><b><u>Skills and Knowledge</u></b> Know other key historical events in this period around the world e.g. Christopher Columbus discovered America. Know how the work of these artists fitted into the lifestyle and culture of the period. Know that the Medici family, wealthy business people, sponsored artists of the time. Identify core features in an artist's work and sort images by artist.</p>	<p><b><u>Skills and Knowledge</u></b> Understand why art can be very abstract and what message the artist is trying to convey. Know that artists in this period focused on realism in their art and sculpture. Annotate the work of artists their observations.</p>	<p><b><u>Skills and Knowledge</u></b> Know some of the key renaissance artists e.g. Michelangelo, Leonardo Da Vinci, Rafael, Giotto, Botticelli Record from first hand observations</p>	<p><b><u>Skills and Knowledge</u></b> Know how to use feedback to make amendments and improvement to art. Know that Giotto was one of the first renaissance artists who changed the way artists painted to make it more realistic. Begin to use simple perspective in their work using a single focal point and horizon.</p>	<p><b><u>Skills and Knowledge</u></b> Explain the style of art used and how it has been influenced by a famous artist. Know that many renaissance artists used apprentices to complete their work. Begin to develop an awareness of composition, scale, proportion in their paintings and drawings e.g. foreground, middle ground, background Develop a painting from a drawing.</p>	<p><b><u>Skills and Knowledge</u></b> Know the location/origin of great renaissance work and artists. Know where these works of art are displayed today. Know the worth of these works of art today. Experiment with fresco style painting in plaster.</p>
	<p><b><u>Activity</u></b> Timeline of Renaissance referring to key artists.</p>	<p><b><u>Activity</u></b> Match work to the artist and explain how this fit into the culture and period at the time.</p>	<p><b><u>Activity</u></b> Look at and annotate religious paintings.</p>	<p><b><u>Activity</u></b> Research one of these artists and create a fact file n them. Sketch on their designs.</p>	<p><b><u>Activity</u></b> Focus in on one point of their painting from last week and improve it by paying closer attention.</p>	<p><b><u>Activity</u></b> Create their own version by painting.</p>	<p><b><u>Activity</u></b> Decide where they would display their work in Europe and make links to why.</p>



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Computing Search engines	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>National Curriculum Objective</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
	<p><b>Skills and Knowledge</b> Understand what a search engine is and how it is used. Know how to use a search engine.</p>	<p><b>Skills and Knowledge</b> Be aware that some search engines may provide misleading information. Know that not everything online is true.</p>	<p><b>Skills and Knowledge</b> To know that anyone can create a website. To know the importance of key words. To know how to use TASK.</p>	<p><b>Skills and Knowledge</b> Suggest ways of checking validity. Consider fair use.</p>	<p><b>Skills and Knowledge</b> Suggest ways of checking validity. Consider fair use.</p>	<p><b>Skills and Knowledge</b> To know the role of a web index. To know what web crawlers are. Use page rank.</p>	<p><b>Skills and Knowledge</b> To know the role of a web index. To know what web crawlers are. Use page rank.</p>
	<p><b>Activity</b> .Website finding race. Children use 3 search engines to find out some information. Do they match up?</p>	<p><b>Activity</b> Give children a false website to research.</p>	<p><b>Activity</b> Explain we are going to go on a web quest to find info to create a poster next lesson. Use TASK to do this.</p>	<p><b>Activity</b> Summarise learning by creating a poster giving advice and informing people on search engines.</p>	<p><b>Activity</b> Finish creating poster and analyse these.</p>	<p><b>Activity</b> Children become web crawlers to demonstrate how this is done. (over 2 lessons to ensure time and coverage).</p>	<p><b>Activity</b> Children become web crawlers to demonstrate how this is done.</p>
PE Tag Rugby	<p><b>National Curriculum Objective</b> Play competitive games, modified where</p>	<p><b>National Curriculum Objective</b> .Play competitive games, modified where</p>	<p><b>National Curriculum Objective</b> Play competitive games, modified where</p>				



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	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.	appropriate and apply basic principles suitable for attacking and defending.
	<p><b>Skills and Knowledge</b></p> <p>Know how a warm up effects both heart rate and muscles. They explain how the body reacts during warm up and cool down.</p>	<p><b>Skills and Knowledge</b></p> <p>Know how to use a side step to avoid an opponent. Run and dodge effectively to beat opponents in competitive conditions.</p>	<p><b>Skills and Knowledge</b></p> <p>Know a number of techniques to pass Pass with control and fluency.</p>	<p><b>Skills and Knowledge</b></p> <p>Know the basic rules to tag rugby, e.g. forward pass. Know how to score points in tag rugby. Know the different positions in tag rugby. Know how to gain possession by working as a team</p>	<p><b>Skills and Knowledge</b></p> <p>Know a choose specific tactics for defending and attacking Know different attacking formations. Know different defensive formations.</p>	<p><b>Skills and Knowledge</b></p> <p>Combine running, evading and passing together. When performing, pupils start to apply what they know about strategy and tactics. Pupils modify and refine skills and techniques to improve their performance.</p>	<p><b>Skills and Knowledge</b></p> <p>Know local grass roots and professional teams. Pupils analyse and comment on skills and techniques and how these are applied within the game.</p>
	<p><b>Activity</b></p> <p>Children perform a whole class warm up then analyse what is important. Use this knowledge to design and record their warm up (in 6 groups) each group will take it in turns to lead the class warm up throughout the unit.</p>	<p><b>Activity</b></p> <p>Focus on tagging and using space to avoid being tagged. Tag thief, rats and rabbits and bulldog.</p>	<p><b>Activity</b></p> <p>Passing and catching to be taught and practiced through drills increasing in complexity. Apply through zone ball.</p>	<p><b>Activity</b></p> <p>Focus on rules - forward pass, tagging and offside.</p>	<p><b>Activity</b></p> <p>Introduce defensive and attacking tactics and discuss these.</p>	<p><b>Activity</b></p> <p>Play a competitive game combining all skills. Stop games regularly to improve the understanding of the rules.</p>	<p><b>Activity</b></p> <p>Play a competitive game combining all skills. Children take it in turns to referee the games.</p>
RE Vocation &	LF3	Judaism Week	New topic - expectations.. . Explore	LF2 - To show understanding of the message of Prophet Isaiah	LF4 - To show understanding of the 'Incarnation' and make	LF6. Respond. Question shower.	Advent liturgy.



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<b>Commitment Judaism Expectations</b>				and consider the significance of this.	links to what the word of God became.		
	Stages of ordination.	Rosh Hashannah - design a card for Jewish new year.	Question shower Look at scenarios - what are our expectations of ourselves?	Unpick the key messages of Isaiah's message.	Consider what the word becomes during Advent I.		
	LF4	Judaism week	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.
		Bar Mitzvah - understand the celebration and produce an information poster on this.	Focus on the hymn Marantha. How can we prepare?	Read the Angelus and look at different forms of artwork focusing on Mary.	.Explore what the Bible tells us about John the Baptist during this time.		
<b>French Towns</b>	<u>National Curriculum Objective</u> Explore patterns and sounds of language through songs and rhymes linking sounds, spelling and meaning of words	<u>National Curriculum Objective</u> Listen attentively and show understanding by joining in and responding	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Engage in spoken conversations asking/answering questions to a range of audiences	<u>National Curriculum Objective</u> Write phrases from memory and adapt these to create new sentences	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Present ideas and information orally to a range of audiences expressing opinions
	<u>Skills and Knowledge</u> Pronounce numbers 1-100	<u>Skills and Knowledge</u> Recognise numbers 1-100	<u>Skills and Knowledge</u> Know at least five words for shops in French	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u> Write information for a shop window display	<u>Skills and Knowledge</u> Pronounce a range of words and phrases in	<u>Skills and Knowledge</u> Speak about their town



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	Know various greeting phrases and numbers			Speak paired conversations ordering grocery items Know key language for expressing numbers and prices		French in a text Know at least five places in town	Know language structures necessary for doing this
	<b>Activity</b> Revise greetings and introduce numbers 1-100 through various games and activities	<b>Activity</b> Listening comprehension consolidating numbers 1-100	<b>Activity</b> Introduce shop vocabulary and complete reading comprehension about shops, numbers and prices	<b>Activity</b> Using written stimulus, pupils speak in pairs ordering items and asking for/giving prices for these	<b>Activity</b> Using ICT if available, pupils create a shop window display in French giving information including special offers and prices	<b>Activity</b> Reading comprehension where pupils use clues provided to work out English meanings for various places in town	<b>Activity</b> Pupils speak about their town saying what there is/isn't in their local area and give opinions
<b>Music</b> Woodwind - Dood	<b>National Curriculum Objective</b> Listen with attention to detail. Play and perform in solo and ensemble contexts.	<b>National Curriculum Objective</b> Play and perform in solo and ensemble contexts. Use and understand staff and other musical notations.	<b>National Curriculum Objective</b> Use and understand staff and other musical notations. Develop an understanding of the history of music.	<b>National Curriculum Objective</b> Listen with attention to detail. Play and perform in solo and ensemble contexts.	<b>National Curriculum Objective</b> Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.	<b>National Curriculum Objective</b> Play and perform in solo and ensemble contexts. Improvise and compose music.	<b>National Curriculum Objective</b> Play and perform in solo and ensemble contexts. Use and understand staff and other musical notations.
	<b>Skills and Knowledge</b> Produce a clear sound.	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b> Playing in parts.	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b> Play the new notes C, D, E and F.	<b>Skills and Knowledge</b>



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		Move from one note to the next fluently and in time with the backing.	Produce a clear sound, reading and playing the notes B A and G.	Play in time with others adjusting where necessary.	Be able to play quaver notes using the tongue to articulate the sound. Accurately subdivide beats.		Play slurred and tongued notes.
	<b>Activity</b> Standing, sitting and playing the different woodwind instruments be able to explain why we adopt a certain posture for playing each different instrument	<b>Activity</b> Playing between notes Copy cat playing Don't play this one back	<b>Activity</b> Notation station including other types of notation	<b>Activity</b> Play various rounds, two and three part compositions	<b>Activity</b> Accurately tongue and play rapid quaver exercises advanced copy cat playing	<b>Activity</b> Improvising over a given chord sequence in major and minor keys	<b>Activity</b> Integrate slurs into the Dusty Springfield piece.
<b>PSHE</b> Drug education	H10, H17. Identifying a range of drugs/substances and assessing some of the risks/effects.  Skills wheel  Lesson: Ask chn to brainstorm all drinks (alcoholic and non) As a class brainstorm these and separate into groups alcoholic and non. Discuss	H10, H17. Identifying a range of drugs/substances and assessing some of the risks/effects. H13 - Identifying influences and when an influence becomes a pressure.  Lesson: Show the children a range of energy drinks/fizzy drinks - pictures/empty	H15 - Identify basic emergency procedures. H17 - Identifying a range of drugs/substances.  Lesson: Give out a copy of a body outline. Ask the children to stick or draw the organs (brain, heart, lungs, liver and stomach) in the correct place. Briefly discuss the function of the organs. Discuss the fact that	H2 - Knowing how to make informed choices. H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.  Lesson: Show the film clip of tobacco picking. In pairs ask the children to discuss what they think is in a cigarette? Share that there are 4,000 chemicals in a cigarette.	H17 - Identifying a range of drugs/substances and assessing some of the risks/effects H16 - Understanding the term 'habit' and why habits can be hard to change.  Lesson: Give facts about smoking in the past. Discuss these e.g. soldiers were given free	H13 - Identifying influences and when an influence becomes a pressure. H14 - Developing skills of how to ask for help.  Lesson: What influences us? Brainstorm as a class. Ask the children to work in pairs and give the children different scenarios. List who and	H14 - Developing skills of how to ask for help.  Lesson: Discuss the idea that a problem shared is a problem halved. In life we are often faced with difficult choices. Ask each individual child to draw a picture of themselves and create a circle of support (see page 106). Write possible



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	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<p>facts around these and discuss caffeine. Is this a drug? Discuss fizzy drinks and the dangers. Chn come up with healthy alternatives.</p> <p>H10, H17. Identifying a range of drugs/substances and assessing some of the risks/effects.</p> <p>Skills wheel</p> <p>Lesson: Ask chn to brainstorm all drinks (alcoholic and non) As a class brainstorm these and separate into groups alcoholic and non. Discuss facts around these and discuss caffeine. Is this a drug? Discuss fizzy drinks and the dangers. Chn come up with healthy alternatives.</p> <p>End game: Put our bad habits in the 'bin'.</p>	<p>containers and/or adverts. Together identify the strategies advertisers use to encourage young people to buy them.</p> <p>Ask the children to work in pairs to invent a fizzy drink/ energy drink.</p> <p>Develop jingles and devise an advert suitable for the radio/TV identifying techniques advertisers use. Develop the advert further by introducing the health risks and dangers advertisers never reveal or hide. Share with the rest of the class.</p> <p>End game: What I enjoyed about this activity was... What I have learnt from this activity is...</p>	<p>children and young people's bodies are still growing and changing. Using this information, how would this explain one of the reasons why it is against the law for children and young people to drink alcohol?</p> <p>Using a coloured pen/pencil write around the outside of the body outline why some people choose to drink. In another colour explain why others choose not to.</p> <p>What would someone need to do if somebody had drunk too much alcohol and had collapsed?</p> <p>End game: alphabet game. (a-z) of drinks alcohol e.g. A = alcohol, addictive. B = beer, ban etc.</p>	<p>Include pictures on the board of a rat, a rocket, toilet cleaner, paint and vinegar - ask what they all have in common? These chemicals are all found in a cigarette</p> <p>What does it mean to make an informed choice?</p> <p>End game: smoking quiz.</p>	<p>cigarettes in the world wars.</p> <p>Write a letter to the soldiers that would have helped break their habits.</p> <p>End game: Do we think telling people not to do something works? Discuss.</p>	<p>what would influence their decision and give reasons. Give each influence a mark out of 10. 10/10= Very influenced. Share ideas. Introduce a scenario.</p> <p>Children list strategies to use and roleplay these.</p> <p>End game: Arm link.</p>	<p>sentence starters to help someone who may find it difficult to start a conversation when they need to ask for help. Would these sentences be different for different people?</p> <p>Passport and skills wheel.</p> <p>End game: What is a drug?</p>



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## 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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	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<b>British Values</b>	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.
<b>Special Events</b>	<b>Intriguing introduction</b> - European shared breakfast.			Advent liturgy Year 3	Advent liturgy Year 4	Advent Liturgy Year 5	Advent liturgy Year 3  SATS Practice papers.  <b>Expert ending</b> - Around the world. Showcase all Geography learning to parents across school.