

St George's Catholic Primary School



We learn, we love, we look after our world. We strive to be the best that we can be, following in the footsteps of Jesus.

St Thomas – Year 6

Cycle B - Term 3

Topic Keep Calm and Carry On! (WW2)	
Wow Experience	STEAM trip and The Stand Up Historian Visit
CST (Catholic Social Teaching)	Stewardship/ Care of God's Creation: Respect all of God's creation/ environment. Human activity and global warming must be monitored. Creation is a gift from God, the basics for our lives, yet we can so easily take it for granted. Care for creation makes sure we don't neglect our environment because of technology habits, but instead protect and respect our natural environment. Family and Community: We are not created to live alone. "It is not right that man should live alone". Men and women must work to develop a community. We need to help and support for ourselves over others, Most of us first experience community in our lives through our family. We are also called to participate in life of the fuller, wider and community. There should be a responsibility for social and political decisions by all and everyone in the community should be involved in decision making.

	Option for the poor and vulnerable: In the Gospel of Mathew (25:31 – 46), Jesus describes the last judgment, saying that we will be judged based on how we treat the poorest and most vulnerable members of society. God's love is universal; he does not side with oppressors, but loves the humble. God has gifted us with enough for everyone, need over greed. Working towards a world free from injustice. CST focus: Family and community - What is 'true community'? - How do we build God's kingdom on earth? - What makes a community? - Who is in my community? - Why is your family and other communities important to you? Option for the poor and vulnerable - Who are the most vulnerable in our society? - How can we help them? - How do students share at home and at school? - What are the kinds of things that are shared? - Should everyone get exactly the same? - Should some people get more? Why?
Saint	St Teresa of Calcutta, St John Bosco, St Frances of Rome and Holy Family.
Religious Education	<u>Galilee to Jerusalem</u> In this unit, pupils will follow the ministry of Jesus from Galilee to Jerusalem. They will study key teachings such as the Sermon on the Mount (Matthew 5–7), the parables of the Kingdom, and miracles of healing and feeding which reveal His authority and compassion. Pupils will explore how Jesus gathered disciples, challenged hypocrisy, and taught about forgiveness, prayer, and love of neighbour. The journey to Jerusalem will be studied through the Gospels as a deliberate preparation for His passion, showing how Jesus reveals Himself as the Messiah who fulfils God's plan of salvation.
History/Geography	<u>British history: What was the impact of World War 2 on the people of Britain?</u> Content - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

	• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Art/ D & T	<u>ART: Sculpture and 3D – Making memories</u> • To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design • To create sketch books to record observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing and sculpture with a range of materials About great artist and architects In history
Science 	<u>Evolution and inheritance</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. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <u>Year 6 Working Scientifically</u> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests

	• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.
Music	<u>Musical learning focus –</u> Theme and Variations: (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments. <u>National Curriculum</u> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
ICT	Programming: Intro to Python Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and explain what repeats do and what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm.
P.E.	<u>PE learning focus</u> <u>Handball</u> Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others’ performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <u>Fitness</u> In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to

	work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>National Curriculum</u> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Modern Foreign Language – Spanish	At the Weekend In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit
PSHE/RSE	Body Image To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media NC How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Peculiar Feelings To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky. NC That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Emotional Changes

Emotions change as they grow up (including hormonal effects);

To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;

About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.

NC How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

How important friendships are in making us feel happy and secure, and how people choose and make friends.

That mental wellbeing is a normal part of daily life, in the same way as physical health.

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Seeing Stuff Online

The difference between harmful and harmless videos and images;

The impact that harmful videos and images can have on young minds;

Ways to combat and deal with viewing harmful videos and images

NC

Families are important for children growing up because they can give love, security and stability.

How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Where and how to report concerns and get support with issues online.

