


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 6

<p>Topic Out and About</p>	
<p>Wow Experience</p>	<p>An environmental survey of the local area</p>
<p>CST (Catholic Social Teaching)</p>	<p>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.</p> <p>Solidarity and the common good: Valuing our fellow human beings and respecting who they are as individuals. Common interests. We are interdependent on others and solidarity looks at this as a positive thing, a thing to be cherished. E.g. the body of Christ – we are all individual parts and we make up the body of Christ.</p> <p>CST focus:</p>

	<p>Solidarity and common good</p> <ul style="list-style-type: none"> - Who are our leaders? - How do we stand with others? - How did Jesus show service and justice? - When have you depended on someone else? - When has someone depended on you? - What is the Great Commandment? - What can you find out about the meaning of solidarity? - How can we walk together as a people of peace? - How can we listen with our ears, eyes, heart and mind?
<p>Saint</p>	<p>St Therese of Lisieux and St Teresa Benedict of the Cross</p>
<p>Religious Education</p>	<p><u>Dialogue and encounter</u> In this unit, pupils will explore the Church's call to dialogue with people of other faiths and worldviews. They will study examples from Scripture where Jesus encounters and speaks with those outside the Jewish community, such as the Samaritan woman (John 4) and the Roman centurion (Matthew 8). Pupils will reflect on Church teaching about interfaith dialogue, including respect for truth and openness to collaboration for peace and justice. They will learn how Christians are called to witness to Christ while also listening to others with respect, and how dialogue and encounter contribute to building a just and peaceful society.</p>
<p>History/Geography</p>	<p><u>Geography – can I carry out an independent fieldwork enquiry?</u></p> <ul style="list-style-type: none"> ● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● describe and understand key aspects of: 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 ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art/ D & T	<p style="text-align: center;"><u>Mechanical systems – Automata toys</u></p> <p><u>Pupils should be taught to:</u></p> <p><u>Design</u> Noticing wider-reaching problems or needs in the community. Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.</p> <p><u>Make</u> Producing lists of equipment, materials and tools that they need for a task. Selecting materials, components or ingredients based on research or user needs. Explaining their choices, referring to their research. Considering which equipment will work well together. Choosing from the known range of equipment available to them with little guidance. Assessing risks associated with different tools and equipment. Understanding and explaining the importance of each safety rule. Consistently apply safety instructions. Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups. Cutting in a back-and-forth sawing motion where appropriate. In supervised groups, using hot glue guns safely. Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly.</p> <p><u>Evaluate</u> Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. Providing feedback that is helpful, specific and encouraging. Incorporating feedback from peers or users to improve their product further, explaining the changes</p>

<p style="text-align: center;">Science</p> 	<p>Animals including humans</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Year 6 Working Scientifically</u></p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Music</p>	<p><u>Musical learning focus –</u> Composing and singing a Leavers Song Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • 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	<p>Skills showcase: Inventing a product Designing a new electronic product and using CAD software to design appropriate housing for it. Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting existing code, debugging programs, and searching for accurate information online.</p>
P.E.	<p><u>PE learning focus</u></p> <p><u>Cricket</u> Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. 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.</p> <p><u>Tennis</u> Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. 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.</p> <p><u>Swimming</u> This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p><u>National Curriculum</u> Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>

<p>Modern Foreign Language – Spanish</p>	<p>Habitats By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat.</p>
<p>PSHE/RSE</p>	<p>Making Good Choices Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies NC The importance of permission-seeking and giving in relationships with friends, peers and adults. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Giving Assistance The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. NC The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>The Trinity Children will know that God is Trinity - a community of persons; Children will know that the Church is the Body of Christ.</p> <p>Catholic Social Teaching Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice NC That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Reaching Out Pupils will learn to apply the principles of Catholic Social Teaching to current issues; Pupils will find ways in which they can spread God’s love in their community. NC</p>

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