

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 5

Topic Order, order!	
Wow Experience	Writing a letter of proposal to the Bank of England
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.

	Rights and responsibilities: Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Every person has a fundamental right to life and a right to those things required for human decency. Every person is created in the image of God and everyone you meet should be treated as Jesus in disguise. Recognising the difference between rights and responsibilities. CST Focus: Rights and responsibilities - How can we care for our community and global community? Is it our responsibility? - Do all people on earth experience their human rights? - Is this right or wrong? - What needs to change? - What responsibilities do we have for the larger society? - How can we find happiness? - How can we share and give? - What are rights? - What is the difference between rights and responsibilities?
Saint	St Catherine of Sienna, St Vincent de Paul and St Oscar Romero
Religious Education	<u>To the ends of the earth</u> This unit considers the mission of the apostles and the growth of the early Church. Pupils will study the coming of the Holy Spirit at Pentecost (Acts 2) and how it empowered the apostles to proclaim the Gospel with courage. They will examine stories of mission and witness from Acts of the Apostles, including Peter's leadership, Paul's conversion and missionary journeys, and the establishment of Christian communities across the Roman world. Pupils will reflect on how the early Church lived as a community of prayer, sharing, and service, and how the mission of the apostles continues in the Church today.
History/Geography	<u>Unheard histories - Who should be on the new bank note or unheard histories</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 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 • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 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>Design and Technology: Cooking and nutrition – come dine with me</u> • ___To 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 • ___Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes • ___Select from and use a wider range of tools and equipment, materials and components to perform practical tasks accurately, including ingredients • ___Investigate and analyse a range of existing products • ___Evaluate ideas and products against own design criteria and consider the views of others to improve work • ___Understand how key events and individuals in DT have helped shape the world • ___Understand and apply the principles of a healthy and varied diet • ___Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques Understand seasonally, and know where and how a variety of ingredients are grown, reared, caught and processed.
Science 	<u>Electricity</u> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • 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. • Use recognised symbols when representing a simple circuit in a diagram. <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 – Film Music</u> <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	Creating media: History of computers Writing, recording and editing radio plays set during WWII, looking back in time at how computers have evolved and designing a computer of the future.
P.E.	<u>PE learning focus</u> <u>Athletics</u> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. 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>Basketball</u> Basketball 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 basketball 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>National Curriculum</u> Play competitive games, modified where appropriate. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Modern Foreign Language – Spanish	Vikings Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves in the foreign language. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.
PSHE/RSE	Self-Talk Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships NC Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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. Sharing isn't always caring To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages. NC

	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Cyberbullying What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying. NC About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Types of abuse To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. NC What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
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	How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other source Impacted Lifestyles Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume. NC The characteristics and mental and physical benefits of an active lifestyle. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The facts and science relating to immunisation and vaccination About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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