

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 2

Topic Deep Sea Adventures	
Wow Experience	Charity work to fund saving the ocean
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. Dignity of the worker: Work is dignified and intrinsic good-workers are respected and valued. We understand work as something intrinsically good, we are co-creators of God's world and work is our contribution. Work must be taken responsibly and labour treated well, this includes how employers treat their employees. There should be support for trade unions and state measures so people are

	safeguarded with their wages and holiday leave. There should be a work-life balance which highlights the importance of the Sabbath. There should be clear justice in the work place CST Focus: Dignity of the worker - What will you be when you grow up? - How do you work with others? - How do we treat each other with respect? - Does everyone have the opportunity to attend school so they have the opportunity to learn and subsequently work? - How can we protect the rights of workers? - Do people work in unfair conditions? - Are all workers treated fairly?
Saint	St Joseph the worker
Religious Education	<u>Prophecy and Promise</u> This unit examines the role of the prophets in calling God's people back to faithfulness. Pupils will study key prophetic figures such as Isaiah, Jeremiah, Ezekiel, and Micah, exploring how they challenged injustice, reminded Israel of God's covenant, and offered hope of restoration. They will reflect on the promises of a Messiah and the prophecy of the Suffering Servant (Isaiah 53), understanding how these promises are fulfilled in Jesus Christ. Pupils will also consider how prophecy speaks into the life of the Church today, guiding believers to live faithfully and to work for justice and peace.
History/Geography	<u>Geography – why do oceans matter?</u> ● locate the world's countries, using maps to 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 ● 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 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	<u>Textiles – Waistcoats</u> <u>Pupils should be taught to:</u> <u>Design</u> Developing annotated sketches to communicate design ideas. Creating pattern pieces to use in design. <u>Make</u> Using a ruler to accurately measure and draw lines and marks. Using nets to create 3D objects. <u>Evaluate</u> Reflecting on the functionality and aesthetics of products. Discussing reasons for design choices. <u>Technical knowledge</u> Using pins effectively to secure a template to fabric without creases or bulges. Threading needles independently.
Science	<u>Light</u> • Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <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 – Songs of World War 2</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	Computing systems and networks: Bletchley Park Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages. Children present information about historical figures.
P.E.	<u>PE learning focus</u> <u>OAA</u> In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to

	produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team. <u>Dance</u> Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. This unit links to the following strand of the NC: perform dances using a range of movement patterns <u>National Curriculum</u> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 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	<u>Planets</u> In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.
PSHE/RSE	Calming the Storm We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! 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. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Girls Bodies

	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies; The need for appropriate boundaries. NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 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. Boys Bodies That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies; The need for appropriate boundaries. NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 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. Spots and Sleep How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. NC About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. 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).
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	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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