

**Sacred Heart RC Primary School**

**‘Learning to Love ...Loving to learn’**

**Year: 6**

**The Whole Child Action Plan**

**Autumn 2**

**The first entitlement of all children is to be *Spiritually, Morally, Socially and Culturally Educated* ... Children should first be educated spiritually and as a Catholic Community spiritual education is about our beliefs, our relationship with God and who we are from the scriptures. The whole of our curriculum is permeated in our beliefs and values.**

Month	Term	Learning Powers	RC Statement	Liturgical Year / <b>CARITAS</b> (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including <b>Safeguarding</b>	Global Days and Events	Entrance / Hall Displays	
Nov	Autumn 2	Have a Go!	5	<b>Rights and Responsibilities or Family and Community</b>	Staff voice questionnaires	<b>Fire Safety Day</b> <b>Anti –Bullying Day</b> Remembrance Day	Slavery awareness	Chaplains to coordinate entrance display	
Dec			6 7 8 19 20	Feast of the Immaculate Conception, Advent & Reconciliation Christmas – Nativity play, Hanukkah, Advent experience					World Religions Y3 – Judaism Enterprise week
Topic Theme		Texts you will use	Key Objectives from across the curriculum						Visitors / Visits
			Science	History	Geography	ICT / Computing	Art / DT/ Music	Spanish	
<b>What was the Victorian Revolution?</b>	Street Child  The Giant’s Necklace  The Mansion and the Mill (Guided Reading)	<b>Evolution &amp; Inheritance</b> 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. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  <b>WS:</b> Reporting, presenting and communicating data/findings. Asking Questions & Using Equipment.  <b>Outdoors:</b> Observation of parents, grandparents, children, siblings, cousins within the school community.	<b>History: Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b>  <i>Study of the Victorians and the Industrial Revolution as a significant turning point in British history.</i>  Slavery Awareness day SMSC Debate: Was the Empire ‘good; or ‘bad’?  - Devise historically valid questions about change, cause, similarity and difference. - Organise a series of relevant historical information, and check this for accuracy. - Speculate and hypothesise about the past, formulating their own theories about reasons for change (relating to the merits of the Empire). - Develop an awareness of slavery and trafficking from a past and present day perspective. - Understand and use the concept of legacy	Geography: Carefully select sources of evidence, and sift information. Collect statistics about people and places, and set up a database from fieldwork or research. Analyse data – e.g. population data – using similarity and difference. Speculate and hypothesise about what is found. Suggest plausible conclusions, and back up with evidence. Suggest relevant issues for further study. Suggest how human activities can cause changes	Purple Mash  6.7 - Quizzing  Purple Mash  6.2 – Esafety L1	<b>Art: Ar2/1.3 (drawing, painting &amp; pastel) linked to Topic:</b> About great artists, architects and designers in history: Lowry Landscapes (pencil, paint and pastel), choosing to use a limited range of colour to produce a chosen effect. Explain how to use composition, scale and proportion.  <b>Music:</b> To appreciate historical context, period instrumentation, dynamics for effect, anthems, triads and chord sequences and to create a graphic score.  BBC 10 Pieces: <b>George Frideric Handel</b> - Zadok the Priest (linked to coronation)  Film Music (Link to film industry)  Christmas Performance Music: In singing children will show...	Los Romanos (Romans)	GMP Victorians Crime and Punishment Museum  Lowry – Art workshop and exhibition  Hindu Dance workshop  Book based Drama Workshop - Arrival	

		<p>Investigating camouflage: treasure hunt linked to survival of the fittest.</p>	<ul style="list-style-type: none"> <li>- Consider trends in technological development and how this has/ will impact on 'industrial revolutions' of the past/ present/ future.</li> <li>- Debate: Developments in Technology Cause More Harm than Good.</li> <li>- Use a range of documents and printed sources.</li> <li>- Identify differences between different versions of the past.</li> <li>- Give a balanced view of interpretations/ the most likely version of past events, using different points of view.</li> <li>- Know some similarities and differences within a period of time- e.g. the lives of rich and poor.</li> <li>- To understand that the work of certain individuals (e.g. Dr Barnardo) can change aspects of society.</li> </ul>	<p>to environment.</p>		<p>Accurate pitch-matching.          Developing breath support.          Developing vocal focus.          Subtle control of dynamics (loud, medium loud, medium quiet, quiet, very quiet).          Ability to sing in 2/3 parts.</p>		
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