

Sacred Heart RC Primary School
'Learning to Love ...Loving to learn'

Year: 6		The Whole Child Action Plan					Spring 1			
The first entitlement of all children is to be <i>Spiritually, Morally, Socially and Culturally Educated</i> ... 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.										
Jan	Spring 1	Enjoy Learning	33	Option for the Poor and Vulnerable or Solidarity and Common Good	Election of monarch of the day	February 7 th Internet Safety Day	Burns Night			
Feb			34						35	36
			St Valentine's Day, Shrove Tuesday, Ash Wednesday, Start of Lent, Presentation of our Lord, Lent experience			Staff voice questionnaires		<u>Living in the wider world</u> How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety		
						Fair Trade Fortnight CAFOD Lent Fund raising		Year 5 Buddhism		
Topic Theme		Texts you will use		Key Objectives from across the curriculum					Visitors / Visits	
				Science	History	Geog.	ICT/Computing	Art/DT/ Music	Spanish	Ogden Reservoir – Water cycle (natural/ manmade)
How are Reservoirs useful? Watergrove & The Water Cycle		Watergrove: A History of the valley and its drowned village by Allen Holt Storm Breaker by Anthony Horowitz		Light (linked to Presentation of Our Lord) 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 emit 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. WS: Planning and setting up different types of enquiry Asking Questions & Using Equipment. Outdoors: Sun and shadows and other light sources in the school grounds and local area.		Human and Physical Geog: - Describe and understand key aspects of human geography, including types of settlement and land use i.e. 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 physical geography, including rivers and the water cycle. 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 Suggest plausible conclusions, and back up with evidence Recognise dependent links and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints Geographical Skills and Fieldwork: - Use, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their	Purple Mash 6.3 - Spreadsheets	DT: Chinese New Year Cooking & Nutrition: Sushi Making Art: 'A sense of place' Landscape Art - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - about great artists in history -Use a full range of design, experimentation, exploration alongside the work of others to develop their own work -Analyse and comment on their own and others' ideas, methods and approaches -Refine their work, often with several adaptations, to move towards an end point -Begin to use perspective in both abstract and real life art DT Kapow: Structures: Playgrounds - Establishing and using a	Mi Casa (My Home)	

		<p>Size and direction of shadows.</p> <p>Water Sample testing – working scientifically – Water Cycle link</p>		<p>knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> - 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. <p>Geog Association Resource Map:</p> <ul style="list-style-type: none"> - Zoom in/ zoom out – investigating images and maps. - Encourage pupils to make use of the whole 'geographical tool box', which includes maps as well as photos, diagrams, text and video. - Discovering maps in the past. - Playground personal mapping (fieldwork with maps doc). - What effect does their travel to and from the area have on the place? - What can be done to ease or solve any problems, which may be caused? - Pupils gather data in the field, and use an OS map to identify locations and distances travelled. A map of roads in the area can indicate those places where traffic congestion is most likely. Pupils can devise solutions for the issue (such as the construction of a by-pass or changes to the road/transport system), which they then draw onto maps, or as overlays to them. 		<p>design criteria to help focus and evaluate their work</p> <ul style="list-style-type: none"> - Increasingly more demanding practical skills - Selecting materials for their aesthetic and functional properties - Make, strengthen and stiffen a range of structures - Exploring existing playground structures - Applying knowledge of construction techniques to realise design ideas - Stabilising more complex structures using bracing <p>Music: BBC 10 Pieces: Vaughan Williams - The Lark Ascending (literacy link) Identify changes in character by reference of musical dimensions.</p> <p>Samba</p>		
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