

## Sacred Heart RC Primary School

‘Learning to Love ...Loving to learn’

Year: 6		The Whole Child Action Plan						Summer		
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.										
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		
May	Summer 1	Resilience	21 22 23 24	Assessments in School Crowning of Our Lady	World Religions Y4 Islam	Beginning of transition programme across the school. Anti-bullying day	May is the month of music			
June	Summer 2	Think	25 26	Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr	Staff voice questionnaires	Relationships What will change as we become more independent? How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school	Father’s Day/ Special Person’s Day British Science week			
July			4 9 10 11 17 18	First Holy Communion	Class charters during transition	Sex and relationships education <u>Health and wellbeing</u> How will we grow and change? Growing and changing; Puberty (see Y4 Spr 2)  Peer mediation and playground pals training  Sport’s Day	Bastille Day – French day Maths Problem Solving Day			
Topic Theme		Texts you will use	Key Objectives from across the curriculum							Visitors / Visits
			Science	Hist.	Geog	ICT/Computing	Art/DT	Spanish		
<b>How can we ‘be more’ rather than ‘have more’? Common Good.</b>  <b>How did the Spanish Armada and Waterloo change British History?</b>	Wonder  The Mozart Question by Michael Morpurgo (Transition unit).  Black Dog (Transition – fear)	<b>6.2 Staying Alive</b> 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. <b>Drug, alcohol Awareness</b>  <b>WS:</b> Measuring, Gathering and Recording Data. Asking Questions, Using	<b>Hi2/2.2 Extended chronological study</b> British history extending beyond 1066 including:  <i>Study of the Spanish Armada and the Battle of Waterloo as significant turning points in British history.</i>  <b>Debate:</b> <b>SMSC: Is privateering right</b>	<b>Human and Physical Geography</b> - 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	<b>Purple Mash</b> 6.5 - Text adventures  <b>PSHE</b> How can the media influence people?  <b>6.2 – Esafety L2</b>  6.8 Understanding binary & 6.6 networks	<b>Art:</b> Textiles. (1) Rich Rubbings followed by (2) Wax Resist: Pattern, Colour & Texture.  <b>DT Kapow:</b> Textiles: Drawstring bags - Designing for a process - Accurate cutting and joining, using running stitch Creating - something in a given style - Evaluating work continually - Knowing how to create hidden seams  <b>DT Kapow:</b> Cooking & Nutrition: Come Dine With Me (Healthy Me Week) - Using recipe books/websites - Working with food hygienically and safely Working to a timescale Tasting and evaluating their own food - Understanding the risks of meat or fish	Hábitats 1 (Habitats - Intermediate)  La Clase (Classroom)	<b>Sacred Heart Church</b>  <b>Cinema Trip</b>  <b>Robinwood Residential Visit</b>  <b>Hindu Temple</b>		

		<p>Equipment.</p> <p><b>Outdoors:</b> Effects of exercise on the body.</p>	<p>or wrong?</p> <p>SMSC: Was the invasion right or wrong?</p>		<p><u>PSHE</u> How do friendships change as we grow?</p> <p><u>PSHE</u> What will change as we become more independent?</p>	<p>when not cooked or stored properly - Understanding safe storage of meat/fish</p> <p><b>Electrical Systems:</b> Steady Hand Games - Generating ideas through sketching and discussion Modelling ideas through prototypes - Cutting and assembling with accuracy - Adapting products to improve functionality Testing finished product - Creating and using electric circuits in their designs Knowing how to make electromagnetic motors</p> <p>Mechanisms: Automata Toys Structures: Playgrounds</p> <p><b>Music:</b> BBC 10 Pieces 1) Benjamin Britten - 'Storm' Interlude from 'Peter Grimes'</p> <p><b>May is the Month of Music:</b> <b>Listening:</b> Explore repetition &amp; contrast (with reference to ostinato, structure or time signature...) Identify changes in character by reference to the interrelated musical elements. <b>Composing:</b> Be able to choose to deviate from conventional musical structures e.g. ABAC. Add in something unusual or unexpected. Use interrelated dimensions of music: pitch, duration/rhythm, dynamics, tempo, timbre, texture, structure and rhythm. Be able to create music represented by a graphic score &amp; develop own graphic scores. <b>Notation:</b> Reading notes from middle C to G and Middle A to G on tuned instruments. A reasonable attempt at reading the rhythm and notes. Performing in 2, 3 or 4 simple time.</p>		
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