

Sacred Heart RC Primary School

‘Learning to Love ...Loving to learn’

Year: 6		The Whole Child Action Plan						Summer
<p>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.</p>								
Month	Term	Learning Powers	RC Statement	Liturgical Year / CARITAS (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including Safeguarding	Global Days and Events	Entrance / Hall Displays
May	Summer 1	Resilience	21	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	
			22					
			23					
			24					
June	Summer 2	Think	25	Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr	Staff voice questionnaires	Choir singing at hospice Sport's Day Sex and relationships education Y6 Bikeability	Father's Day/ Special Person's Day British Science week	
			26					
July			4	First Holy Communion	Class charters during transition	Sex and relationships education Y6 Spiritain retreat Peer mediation and playground pals training	Bastille Day – French day Maths Problem Solving Day	
			9					
			10					
			11					
			17					
			18					
Topic Theme	Texts you will use	Key Objectives from across the curriculum						Visitors / Visits
		Science	Hist.	Geography	ICT/Computing	Art/DT	Special Events	
Where does water come from?	Frankenstein The Mozart Question by Michael Morpurgo	6.3 We're Evolving (British Science Week) 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		Human and Physical Geography: -Describe and understand key aspects of physical geography, including: rivers and the water cycle. - 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 fieldwork to observe, measure, record and	Sound Capture and Editing - To know how to capture/import sounds into sound editing software. Capture/import narration, sound effects and music. - To understand how ICT can be used to organise and modify sounds. - Experiment with basic sound editing tools and techniques, including layering, ordering, copy/cut/pasting and adding simple effects - To save and organise their work appropriately.	Art: Art Illusions - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - about great artists in history DT: Fairgrounds - 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	Anti-Bullying Day May is the Month of Music: Listening: Explore repetition & contrast (with reference to ostinato, structure or time signature...) Identify changes in character by reference to the interrelated musical elements. Composing: 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,	Year 6 Spiritans Retreat Robin-wood Y6 Bike-ability

		<p>to evolution.</p> <p>Reporting, presenting and communicating data/ findings.</p> <p>Asking Questions & Using Equipment.</p> <p>Sex and relationships education</p>		<p>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>	<ul style="list-style-type: none"> - To understand the need to seek consent before capturing and/or using sounds created by others. - To know that sound files may not be appropriate and understand what to do if such materials are accessed. 	<p>groups</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>texture, structure and rhythm.</p> <p>Be able to create music represented by a graphic score & develop own graphic scores.</p> <p>Notation:</p> <p>Reading notes from middle C to G and Middle A to G on tuned instruments.</p> <p>A reasonable attempt at reading the rhythm and notes.</p> <p>Performing in 2, 3 or 4 simple time.</p> <p>Come and See: Sikhism Sacred Heart Feast Day Father's Day/ Special person's day Bastille Day – French Day Maths Problem Solving Day</p> <p>Sport's Day</p> <p>Art: People in Action (Paints or inks, Paint, pastels, crayons, chalks, etc.)</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials and painting with a range of materials - about great artists in history <p>Transition: DT Building Bridges</p> <ul style="list-style-type: none"> - 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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