

St Marys Catholic Primary School



Year Group: 6

Term: Summer

Topic: Global Challenges

**Literacy
Block 1:**

Genre: Non-Chronological Report

Immerse:

Formal reports
Informal reports
Non-fiction features

Analyse & Skills

WAGOLL
Non fiction features
Colons
Semi-colons

Plan:

To plan to write a non-chronological report

Write:

To write a non-chronological report

Edit:

Celebration of work, Paired peer assessment and class feedback.

Book Focus: Alma

Genre: Horror Narrative

Immerse:

Sharing the text and making predictions
Exploring and analysing

Analyse & Skills:

WAGOLL – Horror Narrative
Language development
Develop vocabulary
Semi-Colons
Descriptive Writing

Plan:

Plan to write

Write:

Write a horror narrative

**Literacy
Block
2:**

	<p>Edit: Celebration of work, Paired peer assessment and class feedback.</p>
<p>Maths:</p>	<p>Fluency, Reasoning and Secondary School Preparation Pupils will learn:</p> <ul style="list-style-type: none"> • To consolidate and deepen their understanding of key Year 6 mathematical concepts, focusing on fluency, reasoning and problem solving in readiness for secondary school. <p>Pupils will revisit:</p> <ul style="list-style-type: none"> • Number and place value including fluency with large and negative numbers. • The four operations with increasing complexity and multi-step contexts. • Fractions, decimals and percentages including equivalence and calculations. • Ratio and proportion. • Algebra including generalisation and simple formulae. • Measurement including conversions, area, perimeter and volume. • Geometry including properties of shape, angles and position/direction. • Statistics including interpretation and comparison of data. <p>Times Table Focus: Rapid recall and application of multiplication and division facts. Arithmetic Focus: Accuracy and efficiency across all arithmetic operations, including fractions, decimals and percentages.</p>
<p>Science :</p>	<p>Circulation and Lifestyle</p> <p>Circulation and Lifestyle Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1 - What is the circulatory system? • Lesson 2 - What does the heart do? • Lesson 3 - What is blood and why is it important? • Lesson 4 - What are blood vessels and why are they important? • Lesson 5 - How does exercise affect the body? • Lesson 6 - How do drugs affect the body? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The circulatory system consists of the heart, the lungs and the systemic system. • The role the heart play in the circulatory system. • The names of the different parts of the human heart.

	<ul style="list-style-type: none"> • Human blood consists of plasma, white blood cells and platelets and red blood cells. • the role the lungs play in the circulatory system. • How heart rate differs before and after exercise. • How nutrients are moved around the body by the circulatory system after they are broken down by the digestive system. • How diet, exercise and lifestyle impact the heat and the body. • What drugs are (legal and illegal) and the impact of different drugs on the human body.
History/ Geography:	<p>Global Challenges</p> <p>Global Challenges – Trade</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1- What are natural resources? • Lesson 2- How are natural resources distributed? • Lesson 3- How does the UK trade with the rest of the world? • Lesson 4- Is trade around the world fair? • Lesson 5- Sustainability: how does this challenge effect the globe? • Lesson 6- How do we achieve sustainability? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Climate is the average weather conditions in a place for a long period of time (30 years or more). • Natural resources are raw materials produced by the environment. • Most natural resources fit into two categories: renewable and non-renewable. • There is a rising demand in natural resources, and we are starting to see shortages. • Overconsumption of natural resources means we are using them quicker than the Earth can replenish them. • Natural resources are materials people get from the Earth that have economic value or are important for human life. • Resources are distributed throughout the world, though not always evenly, and some people have better access to resources than others. • Fresh water is not evenly distributed and around 80 per cent of the global population have less than they need. • Goods are transported all over the world using ships, planes, and trains. • An import is when goods or services are brought into a country from abroad for sale. • An export is when goods or services are sent to another country for sale. • The world's richest countries consume on average 10 times as many materials as the poorest. • One of the factors used to determine the wealth of nations around the world is the Gross Domestic Product (GDP). • Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. • Approximately 80 per cent of the total amount of energy used globally each year comes from fossil fuels. • There are four major types of non-renewable energy resources: oil, natural gas, coal, and nuclear energy. These are cheap to process and energy rich. • There are renewable energy sources, such as wind and solar energy.

	<ul style="list-style-type: none"> • To be sustainable means using resources today in a way that maintains their supplies for the future. • Environmental science is all about finding ways to live more sustainably, which means using resources today in a way that maintains their supplies for the future. • Environmental sustainability means being aware of your resource consumption and reducing unnecessary waste. <p>We can achieve sustainability by acting on global, national, and local scales</p>				
Art	<p>Making skills – Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. • • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. 				
PE:	<p>Rounders</p> <table border="1" data-bbox="347 1451 1401 1852"> <tr> <td data-bbox="347 1451 555 1653">LESSON 1</td> <td data-bbox="555 1451 1401 1653">To develop throwing and catching under pressure and apply th</td> </tr> <tr> <td data-bbox="347 1653 555 1852">LESSON 2</td> <td data-bbox="555 1653 1401 1852">To develop bowling under pressure whilst abiding by the rules</td> </tr> </table>	LESSON 1	To develop throwing and catching under pressure and apply th	LESSON 2	To develop bowling under pressure whilst abiding by the rules
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	<p>LESSON 3</p>	<p>To strike a bowled ball with increasing consistency.</p>
	<p>LESSON 4</p>	<p>To develop fielding techniques and select the appropriate action.</p>
	<p>LESSON 5</p>	<p>To understand and apply tactics in a game.</p>
	<p>LESSON 6</p>	<p>To apply skills and knowledge to compete in a tournament.</p>
<p>RE</p>	<p>Dialogue and Encounter * Pupils are accessing the new RED curriculum</p> <p>Dialogue By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. <p>Encounter By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life such as Hinduism or Sikhism or Buddhism or Jainism. <p>Understand, Discern, Respond Pupils will learn:</p> <ul style="list-style-type: none"> • To understand the meaning of dialogue in action. • To understand the term 'worldwide' and how this shapes our thoughts and actions. • To explore the meaning of Catholic Social Teaching and 'The Common Good'. • Class Project: Common Good in Action. 	
<p>Music</p>	<ul style="list-style-type: none"> • Identify and evaluate the musical features of a song. • Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. • Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. • Fit an existing melody over a four-chord backing track. 	

	<ul style="list-style-type: none"> • Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. • Record melodies using letter notation. • Perform the leavers' song with confidence.
Immersive events, visits and visitors:	Cinema trip Transition activities Leavers'