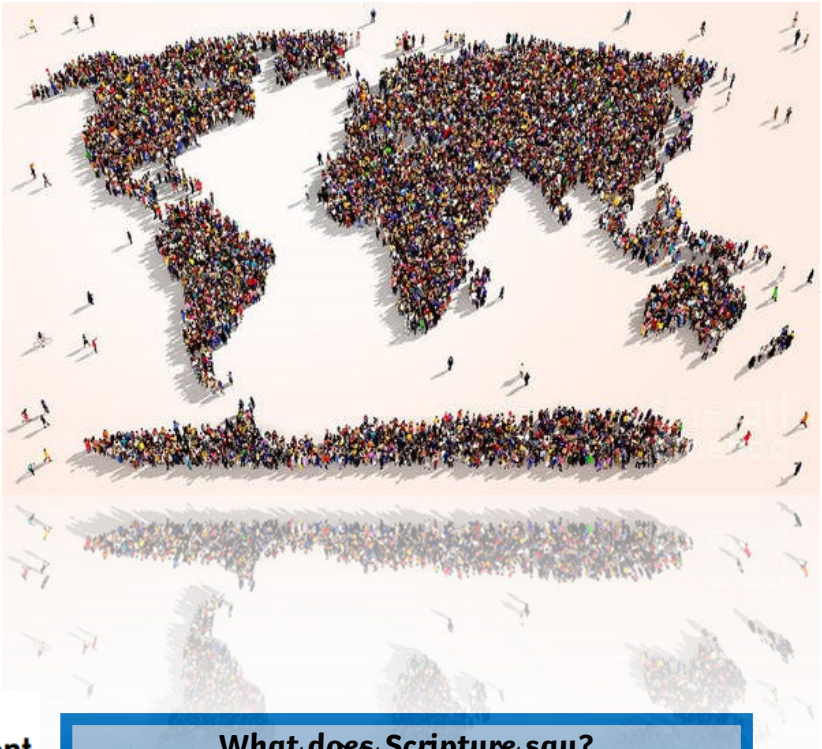
Y6– Autumn 1– Family & Community
Should we always do as we are told?

Catholic Social Teaching

''How precious is the family as the privileged place for transmitting the faith!' Pope Francis.

In the midst of the creation myth in Genesis, God says "it is not right that man should be alone". We don't flourish as people by being isolated and living by ourselves, but by engaging as full members of our community. We have an obligation to help and support those around us while at the same time allowing ourselves to be supported. The place most of us first experience a community in our lives is in the family, and so it is here that the themes of Community and Participation have their roots, and in the context of the family that these principles have developed.



Intent

Through enquiry learning, children will use varying skills from history, science and RSHE to explore the question 'should we always do as we are told?'.

They will study this through the lens of Catholic Social Teaching, looking at 'Family and Community' and through studying crime and punishment in History

Children will build their awareness of the social aspects of 'doing as we are told'.

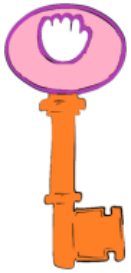
Impact

Children will build on their prior learning of the changes from 1066 to now that they studied in Y5.

They will look at examples through history and also the Bible where people have challenged what they have been told to do, both for good and bad intentions and will assess the impacts of this.

Children will look at what makes up our community and will evaluate in this modern day world, who's opinions and instructions they can value and follow.





Key statement

We all have the right and duty to participate fully in society.

What does Scripture say?

Genesis 2:18

John 15:12-17

Romans 12:4-8

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Literacy

Writing

Children will explore a range of high quality texts throughout the half term with our CST theme and question at the forefront of their mind. The following genres will be covered in Autumn 1:

Setting descriptions

Persuasion

Balanced arguments

Guided Reading

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

SPaG

- Expanded noun phrases
- Using parenthesis
- Relative clauses
- Modal verbs
- Studying a range of cohesive devices

Mathematics

Number and Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Addition, Subtraction, Multiplication and Division:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers

Religious Education

The Story of the People of God

- Know that the Bible is a library of books in different categories
- Identify the different kinds of literature in the Bible
- Know stories of significant people in the Old Testament and their relationship with God
- Know and reflect on the commandments

Sacramental Preparation– Celebrating the lives of Mary and the Saints

- Know about the different feasts in honour of Mary and why they are important
- Know that Mary and the Saints enjoy the life of heaven
- Know some of the Church's prayers to honour Mary and the Saints

Y6– Autumn 1– Family & Community

Should we always do as we are told?

History (EBL)

Children will be learning about Crime and Punishment from 1066 to now, they will:
• Develop a chronologically secure knowledge and understanding of British & world history.
• Establish clear narratives within and across the periods they study.
• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
• Understand how our knowledge of the past is constructed from a range of sources.
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

French

Face and Body:

- Engage in longer conversations
- Using pronunciation and intonation effectively to accurately express meaning
- Select appropriate adjectives to describe a range of things
- Attempt to read a range of texts independently

Art

Remembrance Art

- Select ideas based on first hand observations, experience or imagination and develop these through open ended research
- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
- Produce intricate patterns and textures in a malleable media

Computing

Coding

- Include use of sequences, selection and repetition with the hardware used to explore real world systems
- Solves problems by decomposing them into smaller parts
- Create programs which use variables
- Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently

E-safety

- Use technology respectfully and responsibly
- Identify a range of ways to report concerns about content and contact in and out of school

Physical Education

Football
Through playing football children will acquire and develop the following skills:

- Perform a drop kick
- Dribble with accuracy

Outdoor and Adventurous Activities:

- Developing teamwork and communication skills
- Using compass points accurately to follow a map

Science

Animals Including Humans:

- 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.

Working Scientifically

- identifying scientific evidence that has been used to support or refute ideas or arguments.