Y6– Spring 2– Option for the Poor and Vulnerable

Does the economy always serve society?

Catholic Social Teaching

In the Gospel of Matthew (25:31–46), Jesus describes the last judgment, saying that we will be judged based on how we treat the poorest and most vulnerable members of society. Throughout the Scriptures, Jesus spends time with the sick and outcast, revealing a special love for those most in need. The Catholic social teaching principle Option for the Poor and Vulnerable encourages us to imitate Christ's love for the poor by working to create a society where the needs of the poor are always considered first.

Putting people most in need first

Preferential Option for the Poor

Sharing fairly

Distributive Justice

What does Scripture say?

Luke 4:18

Matthew 25:31-46

Intent

Through enquiry learning, children will use varying skills from geography, science and literacy to explore the question 'does the economy always serve society?'

They will study this through the lens of Catholic Social Teaching, looking at 'Option for the Poor and Vulnerable' and through studying economics, trade links and the effects of globalisation.

Children will build their awareness of the social aspects of trade and where we buy produce from, thinking about

Impact

Children will build on their prior learning of the geography of the UK and our local area.

They will look at the trade links between the UK and other countries and also the distribution of wealth within the UK. Children will look at the impacts of globalisation and the work completed by charities such as Fairtrade.

As we journey through Lent, across each subject, children will reflect on the treatment of the poorer people in society and how we can work to support them.

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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 Spring 2:

- Formal letter writing
- Journalistic writing

Guided Reading

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

SPaG:

- Subjunctive form
- Standard English
- Direct/reported speech
- Using colons
- Using a range of punctuation

Mathematics

Fractions, decimals and percentages:

- Find equivalent fractions, decimals and percentages
- Find percentages of amounts

Area, perimeter and volume:

- Calculating the area of a triangle
- Calculating the volume of a cuboid

Statistics:

- Draw, read and interpret line graphs
- Read and interpret pie charts
- Calculate percentages with pie charts
- Calculate the mean

Religious Education

Lent:

- Visiting Church to pray the Stations of the Cross
- Preparing for the Passion Play
- Understanding the importance of prayer, fasting and alms giving
- Discuss issues and solutions around poverty across the world
- Understanding how the scriptures speak of God's mercy and forgiveness
- Understanding the Sacrament of Reconciliation

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Geography

Economics and Trade:

- Naming and locating regions/counties in the UK
- Studying different aspects of human geography, including trade links and economics
- Using maps to locate the countries of the world, including both physical and digital maps

French

My Town:

- Listen attentively to and understand the main points and some detail/opinions from a range of more challenging spoken texts about a French town. (L)
- Pronounce new vocabulary with increased accuracy using knowledge of sound patterns to pronounce unfamiliar words. (S)
- Take part in a longer conversation asking for directions and be able to ask for clarification when necessary. (S)
- Create a short presentation of your own sentences with some details and opinions. (S)
- Speak clearly with effective pronunciation and intonation to engage an audience. (S)

Science

Light:

- 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 give out 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.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

RSHE

Module 1 Unit 4:

- Making babies
- Menstruation
- Life after death

Physical Education

Dance:

- Evaluating performance and how to improve
- Working on control and balance of the body
- Putting moves to music, thinking about timing and rhythm

Hockey:

- Developing striking skills
- Evaluating performance and how to improve