

Y6– Spring 1– Dignity of the Human Person & Solidarity and the Common Good



Catholic Social Teaching

As Catholics, we see in men and women, in every person, the living image of God. God said:

“Let us make man in our image, after our likeness. So God created man in his own image, in the image of God he created him; male and female he created them.”

We, therefore, recognise that every human being is unique because he or she was willed by God as an unrepeatable person, created out of love, and redeemed with even greater love. The dignity of each and every human being paramount to the teachings of the Church and we are called to treat all people with the greatest respect, knowing that they are an individual created and loved by God. ‘

Solidarity means that we are interested in the good of all, even of people nobody thinks about because they have no voice and no power. The goods of the earth are there for everyone. The common good



Intent

Through enquiry learning, children will use varying skills from computing, design and technology, RE and RSHE to explore the Catholic Social Teaching themes of Dignity of the Human Person and Solidarity and the Common Good.

Through all curriculum subjects, children will build on their understanding of showing dignity to all people and all groups of people. They will also look at what it means to stand in solidarity with others in our school,

Impact

Children will explore our CST themes across all subjects.

In literacy, they will use the book ‘Wonder’ to explore how it feels to be left out and disrespected by others. They will relate this to the plight of marginalised groups across the globe, including refugees.

Children will understand how people from all backgrounds have helped our world through music and design and technology.



Everyone is special
Human Dignity



Showing we care
Solidarity

What does Scripture say?

Matthew 25:40

Jeremiah 1:5

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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 1:

- Personal narratives (diary entry)
- Narrative with differing narrators

Guided Reading

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

SPaG:

- Perfect and progressive verb forms
- Relative clauses
- Formal/informal speech and writing styles
- Cohesion across paragraphs

Mathematics

Algebra:

- Use simple formulae
- Generate and describe linear number sequences
- Explore missing number problems
- Find pairs of numbers that satisfy an equation

Decimals:

- Add, subtract, multiply and divide decimals
- Round decimals to the nearest 1/100, 1/10 and 1

Fractions, decimals and percentages:

- Find equivalent fractions, decimals and percentages

Religious Education

Christmas:

- Know the main features of the Christmas story and the gospels they are in
- Discuss some of the images of Jesus found in the Gospel of John
- Talk about why Christmas is an important celebration for the Church

Sacramental Preparation– Baptism and Confirmation :

- Know that Baptism and Confirmation are Sacraments through which Christians receive the Holy Spirit
- Identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments

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Music	French
<p><u>How have historical events changed our music?</u></p> <ul style="list-style-type: none"> • Use and understand musical notation • Listen with attention and recall sounds with increasing aural memory • Appreciate and understand a wide range of music from different traditions • Develop an understanding of the history of music • Play and perform in solo and ensemble context 	<p><u>My Town:</u></p> <ul style="list-style-type: none"> • Learning to name different landmarks and types of buildings • Speaking and listening to others in French as well as French radio/TV clips • Reading texts in French • Using French-English dictionaries to translate
Design and Technology	RSHE
<p><u>Structures</u></p> <ul style="list-style-type: none"> • Applying a wide range of methods to strengthen, stiffen and reinforce complex structures and use these accurately and appropriately • Use research and develop design criteria • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<p><u>Created to Love Others</u></p> <ul style="list-style-type: none"> • Hygiene including spots and sleep • E-Safety– sharing passwords and cyber-bullying <p><u>Created and Loved by God:</u></p> <ul style="list-style-type: none"> • Celebrating our gifts and talents • The changes in boys' and girls' bodies during puberty
Physical Education	Computing
<p><u>Tennis</u></p> <p>Through playing badminton children will acquire and develop the following skills:</p> <ul style="list-style-type: none"> • Developing striking skills, both backhand and forehand • Evaluating performance and how to improve <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Evaluating performance and how to improve • Working on control and balance of the body • Putting moves to music, thinking about timing and rhythm 	<p><u>Creativity– Web Page Design</u></p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration