

# Y6

## Do my individual actions have a global impact?



### Impact

#### By the end of this unit children will...

Focus on the principle of 'Rights and responsibilities' as they gain a deeper understanding of global issues and their current and future impact on the environment and people.

As pupils learn more about different climate zones and biomes, they will understand the threats to places around the world, the cause of these threats and the possible solutions.

Pupils will reflect on their big question, "Do my individual actions have a global impact?" and will discover how their actions have local, national and global consequences.

### Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" *Pope Francis*. Through this unit of work we will focus on how we can be "fighters for sustainability" and how our one small action can have a much larger impact.

### Building the Kingdom

#### Big Question

#### **Do my individual actions have a global impact?**

Further questions to explore:

How might God be inviting you to advocate to protect the rights you feel most passionate about?

How will you live out this call?

### Catholic Social Teaching

#### Rights and responsibilities

We each have the right to life, and with this right we are each called to bear responsibility for one another. We each have a duty to our society to ensure that our rights are being met. We have the right to live within nature and are called to duty and responsibility for the world in which we live. "The human family has received from the creator, a common gift. Nature." *Laudato si, Pope Francis*



# Do my individual actions have a global impact? Year 6: Knowledge and Skills

## Core Subjects

### English

During this topic, pupils will write a...

**Non-chronological report** focusing on physical geography features.

- Use further organisational and presentational devices

**Setting/ character description** related to the impact of global situations on places around the world

- Consider how authors develop settings in what pupils have read, listened to or seen.

**Formal letter** applying for a role for Takeover Day

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing

**Spelling:** Revise Year 5 and 6 common exception words

**SPaG focus:** Perfect verb form; expanded noun phrases; use of brackets, commas and dashes

### Science

#### Living things and their habitats

Pupils will be able to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

## Foundation Subjects

### History and Geography

#### Geography: Human and physical

- Describe and understand different biomes and vegetation belts on a global scale.

#### Locational knowledge

- Locate vegetation belts, climate zones and biomes on a map.
- Identify their position and significance.

#### Geographical enquiry

- Ask and suggest questions for investigating what this landscape is like.

### Art and Design and Design Technology

Pupils will develop their skills as they create landscape images of a biome

#### Art: Collage

- Independently select a range of media to produce a collaged image.
- Use digital media as a means of extending work from initial ideas.

### Music

#### Performing

- Develop basic skills on a melodic instrument (tin whistle) and an untuned percussion instrument (bodhran).
- Play and perform melodies following staff notation with an octave.
- Understand and follow dynamic markings – *f*, *ff*, *p*, *pp*, *mf*, *mp*, *crescendo* and *diminuendo*.

# Do my individual actions have a global impact? Year 6: Knowledge and Skills

## Core Subjects

### Maths

#### Place Value

- Read, write and order numbers to ten million and determine the value of each digit
- Round any whole number to a determined degree of accuracy
- Use negative numbers in context and calculate intervals across zero
- Solve number and practical problems that involve all of the above

#### Four Operations

- Solve addition and subtraction multi-step problems in contexts deciding which operations and methods they use and why.
- Multiply multi-digit numbers up to four digits by a two digit number using the formal written method of long multiplication.
- Divide numbers up to four digit by 2 digit whole number using the formal long division method and interpret remainders.
- Divide numbers up to four digit by a two digit number using the formal short division method interpreting remainders according to the context.
- Perform mental calculations, including mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction multiplication and division.
- Use estimation to check answers to calculations and determine in context of a problem and appropriate degree of accuracy.

### RE

#### The Story of the People of God

This unit is designed to develop children's knowledge and understanding of the structure of the Bible and the different forms of literature that can be found in the different books. Children will:

- Know that the Bible is a library of books that can be placed into different categories
- Identify some of the style of literature found in the Bible
- Know some of the significant people from the Old Testament
- Know and be able to reflect on the Commandments

#### Followers of Christ

This unit is designed to develop children's knowledge and understanding of why the disciples were called by Jesus. Children will:

- Know that Jesus called many people to follow him and say why they responded to his call
- Know that following Christ can sometimes demand sacrifices
- Be able to identify some vocations that exist in the life of the Church.

## Foundation Subjects

### P.E.

#### Athletics

- Apply strength and flexibility to throwing, running and jumping.
- Accurately and confidently judge across a variety of activities.
- Work in collaboration to demonstrate improvement.

#### Gymnastics

- Experience flight on and off high apparatus.
- Develop and perform a range of partner balances.
- Use equipment and formations confidently in a rhythmic gymnastics style sequence.

### Peacemakers

#### Inner Peace

- Affirmations
- Dignity stance
- Thoughts, feelings, behaviours
- Black History Month