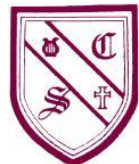


**RSE – Physical:** Explain how human life is conceived (Right to withdraw letters to be sent home)

No outsiders - Y6 lesson 2:  
Learn to stand up to discrimination



St. Cecilia's Catholic Primary School

Topic Map: Year 6 , Spring Term 1



**Geography:** Coastal Erosion & Environmental Pollution

**Enquiry Question: "Are we damaging our world?"**

**The children will:**

Locate UK's major urban areas on a map, know their characteristics, examine the effect of pollution in such areas and compare to rural areas.

-Explore how coastal erosion has changed the shape of coasts.

-Study locations with similar issues regarding pollution in Europe (Bulgaria) and San Francisco and coastal erosion in Dover and California.

-Locate places studied in relation to the Equator, the Tropics, latitude and longitude, time zones, climate seasons and vegetation.

-Explain how marine environments (biomes) are being harmed by pollution. Give reasons why we should protect them.

-Understand hazards from physical environments and their management, such as coastal erosion and environmental pollution and explain the impact on wildlife/habitats.

-Describe and understand physical processes of coastal erosion and the water cycle (Y4 link Geog & Science) and resulting landscape features e.g. headlands, bays, rivers.

**Crucial Knowledge children must remember:**

- Know that an urban area is the region surrounding a city, highly developed with people, building, roads and railways.
- Know that a rural area is an open swath of land, that has few homes, buildings and low population.
- Give reasons why people choose to live in urban/rural areas.
- Know that pollution levels are higher in urban areas due to heating of building, construction and traffic.
- Know that air pollution consists of chemicals or particles in the air that can harm the health of humans, animals, and plants. It also damages buildings
- Know 'The greenhouse effect' is a process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere.
- Know acid rain is acidic gases dissolved in rainwater and this can negatively effect the environment, polluting rivers, harm vegetation and corrode buildings/statues.
- Understand that plastic pollution has a negative affect on an ocean biome. Suggest ways in which we can protect them.
- Know causes and effects of pollution levels in San Francisco. Compare to UK urban areas ie Liverpool.
- Know that coastal erosion occurs when the sea wears away the land. ... Erosion is so dramatic here because the cliffs along the coast are made from boulder clay, which is soft and crumbly rock. Heavy rains and sea storms make the erosion worse. Give ways in which humans cause erosion.
- Describe how coastal erosion shape a landscape.
- Suggest ways in which we protect our constantly changing coasts.

**ART: People In Action**

Children will learn:

- To be able to record from first hand observation (Still life sketching.)
- To study facial expressions relating to movement.
- To study the work of artists when portraying movement.
- To create a montage to portray movement.
- To be able to use printing to create movement in art.
- To create their own work and evaluate their peers' work.

**Class Read:**

**Title:** Hero Twins against the Lords of Death

**Curriculum links:** History

**Writing opportunities:** Letters, reports and biographical writing. A Mayan Myth

**Physical Education:**

**Yoga**

To develop an understanding of yoga.

To develop flexibility through the sun salutation flow.

To develop strength through yoga flows.

To create your own flow showing quality in control, balance and technique.

To develop balance through yoga flows.

To work collaboratively to create a controlled paired yoga flow.

To create your own yoga flow that challenges technique, balance and control.

**Hockey**

To develop dribbling to beat a defender.

To develop sending the ball using a push pass.

To develop receiving the ball with control.

To be able to move into space to support a teammate.

To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.

To apply the rules and skills you have learnt to play in a hockey tournament.

**Religious Education:**

**4) Local church-Community 'Sources'**

Big question-Are books enriching?

The Bible – the special book for the Church.

**5) Eucharist- relating Unity**

Big question - Why are we happiest when we are united? The Eucharist enables people to live in communion.

**Computing**

Computer Science:

Inputs and creating variables through Code Studio  
Course F: Lessons 7-11

Digital literacy & Online safety:

Digital Friendship

Cyberbullying

IT & Digital Literacy:

Data and Information, Spreadsheets, Word Processing,  
Functional Skills and Collaboration & Communication

## Mathematics:

### Unit 7

Using ratio language

Introduce the ratio symbol

Use ratio

Scale drawing

Scale Factors

Similar shapes

Ratio problems

Problem solving – ratio and proportion

### Unit 8

Find a rule – one step

Find a rule – two steps

Form expressions

Substitute

Formulae

Form and solve equation

Solve one step and two step equations

Find pairs of values

Solve problems with two unknowns

### Unit 9

Place value to 3 decimal places

Round decimals

Add and subtract decimals

Multiply by 10, 100 and 1000

Divide by 10, 100 and 1000

Multiply decimals by integers

Divide decimals by integers

Fractions to decimals

Fractions as division

### Unit 10

Understand percentages

Fractions to percentages

Equivalent fractions, decimals and percentages

Percentages of amount

## English

**Vehicle Text:** The Origin of the Species

**Writing Outcome & Purpose:**

Narrative: Discovery Narrative

Purpose: To narrate

Explanation: Adaptation

Purpose: To explain

**Grammar: Word**

Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms

The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing

**Grammar: Sentence**

Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech

**Grammar: Text**

Build on previous units & focus on: Use headings and sub-headings to structure information

**Punctuation**

Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list

## Science

**Evolution and inheritance; to describe inheritance and evolutionary changes**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution