

Spirituality Across the Curriculum- Year Group 6

Aspects of Spirituality	Literacy <i>TFR, TFW, Phonics</i>	Maths	Science	History	Geography	PE	Art	DT	PSHE
A sense of the mystery of life:	Questioning why mythical creatures have special characteristics. Etymology – origins of words Origins of meaning - why do we need this in real life?	Questioning origins of maths and why we need different methods/operations and techniques to solve the world around us.	Early life on Earth and fossils. How animals adapt to different environments. The theory of evolution and the creation story.	How humans have evolved through the ages. Human migration in early history.	Why humans have settled in our area. Who was here before us? Why? Here is a grid reference...where does it locate? Why is it of interest?> How might the area have been used?	Autonomy. Need for stretches understanding why we need to create a healthy body and how. Origins of a sport. Sense of the outside world	Why are we drawn to art? Why is art important? Do we actually need it? Why?	Wonder of construction. Arches being used through out history. How an arch is strong though looks as though it shouldn't be.	What is a part in the world? How are we connected? Why is it important to be part of community?
A sense of choice, decision making and personal responsibility:	TFW-Independent stages. Choosing to present work as they like to in Talk4Reading. Independent reading and fostering reading for pleasure. Independently finding evidence from a text to support their views.	The ability to choose strategies that work best for the individual after showing a variety of different methods. Creating their own shapes out of nets.	Choosing the correct equipment during investigations (especially in electricity). Choosing questions to investigate next. Designing their own investigation on heart rate. 'Odd one out activity' which is discussed as a class. Create their own classification key for animals.	Independent study on WW2 'Alvey Boys'. They choose which past pupil to investigate and independently present information they find. Investigating which 'spy' has landed on the school field. Present work as they would like to in their topic book. Deciding which age (Stone Age/Bronze Age or Iron Age) was most significant in technology. Deciding which advancement in WW2 was the most significant.	Present work as they would like to in their topic book. Create their own keys for maps.	Performing their own routines in gymnastics, choosing as a team which balances and transition moves to put together.	Choosing what design to create as a mosaic.	Choose which arches to use in their DT building. Design and create a programmable robot. Re-code if there are any glitches independently.	Healthy eating and exercise. Hilltop residential.

<p>A sense of awe and wonder:</p>	<p>TFR/TFW- Introduction to interesting texts. TFW 'Hooks' (including an ogre entering the school, a creature living in the forest area etc). Learning about Shackleton.</p>	<p>Notice and Wonder provide fun and engaging mathematics prompts – WIT and Explore tasks for real life problems. How can we do it? Are there other ways?</p>	<p>Seeing how humans have evolved. Handling fossils. Using a lemon to light a bulb. 'Bending' light. Creating a periscope.</p>	<p>Creswell Craggs visit – experiencing where Stone Age people settled. Handling fossils thousands of years old. Experiencing a WW2 air-raid in school and going to the air-raid shelter. Learning a 1940s dance. Discovering a spy has landed on the field and investigating who they are.</p>	<p>Learning about the different continents and oceans. Understanding the different animals inhabiting America. Investigating rivers and getting in them (if safe) to measure the velocity. Learning why humans settled in Sleaford so early. Volcanoes and earthquakes.</p>	<p>Dance. Final Year 6 performance incorporating dance and drama. Sense of the outside world</p>	<p>The power of tints and tones to create a sense of emotions. Thoughts behind the artists pieces. Why have they chosen this subject, this media this colour?</p>	<p>Design and build a robot they can control. Investigate arches in the local area (St Denys).</p>	<p>Human reproduction. Who are we? Where do we want to be? What is the world of life like beyond our school, town, county, country</p>
<p>A sense of awareness of there being something more to life than meets the eye:</p>	<p>Mythical creatures and the use of imagination to write stories and explanation texts. Poetry and comparing texts. Using flashbacks in Talk4Writing. Class book of The Girl of Ink and Stars.</p>	<p>Relating maths to how creatures create- cats working out angles and distance to land. Measuring the river velocity.</p>	<p>A light bulb being powered by a lemon. Comparing the theory of evolution and the creation story. Looking at refraction in light.</p>	<p>Developing an understanding of how what we see today has been shaped due to our history. Stone Age-Iron Age. How quickly technology advanced during WW2.</p>	<p>Studying the effect of humans on the local river levels.</p>	<p>How exercise impacts not only our fitness but mental wellbeing.</p>	<p>Paintings of conflict in WW2 using symbolism. Mosaics being created in Roman times.</p>	<p>Relate to the natural world constructions. Spiderwebs etc.</p>	<p>Mental Health. Are images in the media real? Should I trust the media? How to break habits.</p>
<p>A sense of love for the outside:</p>	<p>Exploring the forest area after a creature invaded. Looking at clouds to inspire poetry.</p>	<p>Completing mathematical treasure hunts outside.</p>	<p>Pond dipping in Lollycocks to explore what life is in our local area.</p>	<p>Walk along the River Sleas and an old Roman road to see why humans first settled here. Going into caves at Creswell Craggs. Campfire in the forest area with an Iron Age story.</p>	<p>Mapping out Creswell Craggs. Navigating a four-mile walk with a ranger from Hill Holt woods. Measuring the velocity of the local river. Studying different biomes in America. Hilltop/staycation.</p>	<p>Enjoying PE outside every week (come rain or shine).</p>	<p>Nature art. Mosaic trail Forest Club Natural Art</p>	<p>Outside for building and architecture and how it affects the environment</p>	<p>Learning about climate change/ looking after our world? Learning about the forest area and the rainforest etc and how they are important to all not just locals.</p>

A sense of pattern, sequence and order:	TFW- Structures behind different texts. Boxing up texts.	Symmetry, Rotation, tangrams, algebra, BIDMAS	The order of evolution. Working scientifically.	The order of prehistory (Stone, Bronze and Iron Age). Understanding what comes after (Romans). Understanding that pre-history happens at different times around the world.	Creating keys for maps. The order of WW2, which countries were invaded first and then in what order.	Creating sequences in gymnastics. Creating shapes with their body.	Creating mosaics. Printing in a certain order.	Sequencing their code for their robots.	How we wake up in the morning are our own routines. Our families celebrations and how others do it. EG Christmas we all do it anything.
A sense of enquiry and open mindedness:	Exploration of vocabulary and how this can change the meaning of what is written. Creating their own questions in explanation texts.	Paired tasks when reasoning. Mind workouts. Journalling.	Posing questions to investigate next. Making predictions and then reflecting on these.	Sharing opinions about things that have happened in the past. Questioning the most significant age in pre-history. Discussing the theory of evolution and the creation story. Questioning how local people helped in the war and the different roles of men and women.	Questioning what we can do to help the River Slea. Investigating the velocity of the river. Understanding what local features would be useful for people in pre-history.	Growth mindset. Seeing how they progress over a term. Pre and Post tests. How can we improve? Can you try more? How about trying....instead?	Researching different artists and deciding which direction their work should take.	Researching different types of arches.	All lessons start with a focus question. How can I break habits? Should I post something I am not comfortable with?
A sense of life's joys and achievements:	Shackleton's achievement in exploration. Celebrating the work of different artists.	Seeing how they can improve from one test to the other. Seeing the WOW moment of finally seeing how it works.	Celebrating the works of scientists like Darwin. Appreciating how amazing our body is during circulation topic.	Big achievements in pre-history – fire, the wheel, building structures etc. Technological advances in WW2 – penicillin, treating burns, weapons, our forces. Celebrating the role of our forces in the war.	Being able to go in to the river...achieving a long walk and complete their own map. Seeing the outside world and how we can improve our own world even though we are one person.	Succeeding/ developing a new skill.	Producing final pieces after building up their skill set e.g painting.	Making prototypes before producing the final products. Celebrating arches in existing buildings. Celebrating mosaics and successful artists.	What sort of person should I be? Hilltop trip. Final Show in Year 6 to celebrate the end of primary. Final celebration trip (bowling). Alvey Day celebration in church for Y6.

<p>A sense of disappointment and failure, suffering and pain:</p>	<p>Shackleton's Adventures, discuss the crew's challenges. Discuss the characters' challenges in books like 'The Girl of Ink and Stars' and 'Wonder'.</p>	<p>Discuss when things are tricky (Growth Mindset).</p>	<p>When experiments don't go to plan. Discuss how scientists in the past often failed at their first attempt. Extinction on previous species. What happens when we do not look after our bodies. Disease etc.</p>	<p>Difficulties and suffering during pre-history. Suffering and sacrifices during WW2. What it was like in our school. Rationing etc.</p>	<p>Discuss how geography made it easier or harder in WW2. Volcanoes and earthquakes in America.</p>	<p>Challenges faced when attempting to learn a new skill.</p>	<p>To continue with pieces, even if it does not work out at first. Art in conflict – depicting war.</p>	<p>Making prototypes before producing the final products. Re-coding or re-building a product if it does not work.</p>	<p>Mental Health. How to deal with sad things. How to break habits. How to deal with peer pressure. How do we look after ourselves?</p>
<p>A sense of others as feeling, thinking people:</p>	<p>Shackleton's Adventures. Discussing different characters across a wide range of texts. Listening to other people's opinions in Talk4Reading. Discussing feeling, atmosphere and mood in texts.</p>	<p>Listening to alternative methods from their peers.</p>	<p>Working together during investigations. Listening to others' ideas in activities like 'odd one out'.</p>	<p>How people adapted in WW2. Looking at propaganda and comparing Hitler and Churchill.</p>	<p>Listen to other people's views on geographical representations.</p>	<p>Teamwork. Creating routines together.</p>	<p>Discuss how paintings on conflict make each other feel. How did the artist feel? Choosing colours carefully in mosaics to show feeling and mood.</p>	<p>Discussing each other's designs and products.</p>	<p>Dealing with sad things. Dealing with peer pressure. Should I join in an argument?</p>
<p>A sense of empathy with others:</p>	<p>Discussing different characters across a wide range of texts and what they are going through. Particularly in Hugo Cabret and Wonder.</p>	<p>Discussing openly concepts they have struggled with. Supporting their maths partner with their struggles in a kind and patient manner.</p>	<p>Seeing how that animals evolve and how "unsuccessful" species die and why. How we all need certain aspects to live (Food, water, warmth etc) Need for light during war etc.</p>	<p>Diary entries of WW2 landgirls give empathy for how life was like at the time. Researching real 'Alvian' soldiers who died in the war, finding out about their life and who they left behind.</p>	<p>Exploring how our ancestors lived and settles in Sleaford. Exploring what causes extreme weather in America and the effect it has on the people.</p>	<p>Supporting peers in learning new skills in gymnastics.</p>	<p>Paul Nash unit-developing empathy with what life was like at the time and the disillusionment of war. Empathy for events in Nash's own life e.g. his unit being killed in battle.</p>	<p>Helping each other to 'fix it'. Working together to fix the same robot issues (e.g. the wheels falling off).</p>	<p>Julian is a mermaid- Developing empathy to allow people to be who they are. After the fall- helping others to pick themselves back up. My big sister takes drugs- understanding the impact of drugs on families.</p>

A sense of silence and reflection:	Silent reading to begin each morning in a calm manner.	Reflecting on how they have achieved or not achieved and how they can improve. Reflecting on mistakes...where we went wrong and how they can improve further.	Being out and about enjoying nature- River Sleat/Lollycocks	Remembrance Day- remembering the 72 Alvians.	Flag Feb- taking in the landscape, reflecting upon what life would have been like for our ancestors.	Yoga- reflection/relaxation at the end of each session.	Reflection of the work of Paul Nash and pop artists and the feelings this evokes in us.	Wonder at arches of the past and the skills our ancestors must have had to build them without modern technology.	Reflection on our life choices and others. Reflecting on how we thought of something different to others.
A sense of self-worth and the worth of others:	Talk for Reading Wonder in particular- developing an empathy for Auggie and the other characters.	Recognition of achievements e.g. TTRS certificates. Success and effort both celebrated.	Evolution and Inheritance unit- Looking at where we come from and how our genes are passed down from our ancestors.	72 Alvians- looking at who they were and the sacrifices they made. Examining the morality of war. Share stories about how the locals began to mix with and like the German POWs.	Looking at how local people are developing our local area e.g. the Sleaford barge project and Looking After Lollycocks.	Emphasis on playing as a team and including everyone. Developing a sense that we are stronger together. Emphasis on team work. Year 6 performance including dances.	Celebration of finished products. Mosaic display celebrating achievements.	Partner work when making prototypes. Showcase to share journey and outcomes with parents, helping them to recognise achievements.	Understanding who are trustworthy adults and how they can support us. PSHE- Julian is a mermaid text. Buddy system.
A sense of self-confidence in expressing inner thoughts:	Developed during Talk for Reading- especially Hugo. What is this character thinking/feeling.	Daily opportunities to explain methods and reasoning to maths partner.	Odd one out provides opportunities to express opinions without being wrong.	Sharing their points of view on how events have helped to shape our history.	Year 6 geography survey- asking and answering questions about improving our local area.	Year 6 performance including dances to build confidence and self-esteem.	Opportunities to discuss their opinions around art work- particularly in the Paul Nash unit.	Evaluating their designs and expressing how well they have done and what they think they could change.	PSHE- resisting peer pressure. Feelings detectives/zones of regulation
A sense of the joy in life:	Free reading and a love of the written word is encouraged.	Post-SATS creative maths focusing on investigations, identifying patterns and fun. Maths days.	Science experiments to bring learning to life e.g. the beak experiment and the 'pooh experiment'.	Comparing our lives today to those of our ancestors in the Stone Age-Iron Age and WW2.	River experiment, guided 3 mile walk with Hill Holt Wood rangers, the wonder of different biomes and animals within them.	Year 6 performance. Opportunities to try new sports e.g. horse-riding, water polo. Relaxation in Yoga, seeing buddies on Sports Day. Hilltop and Staycation- opportunity for new and exciting experiences.	Celebration of finished work e.g. mosaic display, Nash images, Pop Art video showcase for parents.	The ability to be creative and use their designing skills. The joy of when their robot finally works.	Strong focus on mental healthy classrooms. Feelings detectives, Zones of regulation.