

**YEAR: 6**  
**TERM: Spring 1**  
**TOPIC:**



**SIR ROBERT GEFERY'S SCHOOL**  
*A School for Enthusiasts*

*Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.*

### RE INTENT

2.3 Why do Christians believe Jesus was the Messiah  
Children will be able to make connections between biblical texts and the idea of Jesus as Messiah, using theological terms, making clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. They will be able to show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Pupils will be able to discuss their own views/ideas about how the world needs a Messiah.

**Lesson 1-** Explain the place of Incarnation and Messiah within the 'big story' of the Bible.

**Lesson 2** -Explain the place of Incarnation and Messiah within the 'big story' of the Bible.

**Lesson 3** -Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

**Lesson 4** - Show how Christians put their beliefs about Jesus Incarnation into practice in different ways in celebrating Christmas.

**Lesson 5/6** - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

### SCIENCE INTENT

Ensure SRG scientists have a clear overview of how we can find out about living things in the past through the work of palaeontologists and archaeologists. Develop understanding of how scientists such as Darwin have contributed to theories about evolution and change based on observations and comparison. Understand how animals have changed through the process of evolution to make them more successful in their specific habitat.

**Lesson 1 - Fabulous Fossils - how do we find out about animals and plants in the past? Discuss Use videos and other research methods to discover more about this eg ice preservation, amber and fossilisation. Look at and be able to explain the processes involved with a link to rock formation as a recap link.**

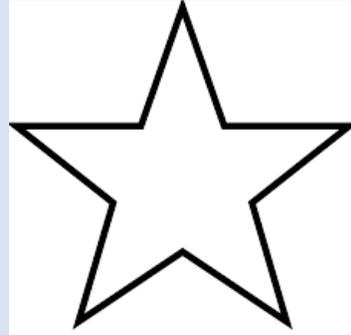
**Lesson - 2 - Paleontologists past and present. Compare the work of Mary Anning with that of a modern female palaeontologists. How have research methods and opinions changed? Use as science capital opportunity to look at roles within science eg A scientist like me website.**

**Lesson 3 -Charles Darwin - inheritance and evolution.**

**Start with looking back to sexual reproduction as in previous unit and how characteristics can be inherited. Look at how scientists**

### MUSIC

Year 6 Music has been and is being covered in Autumn 2022 and Summer 2023



### PHSE - Dreams and Goals INTENT

To provide children with the opportunity to explore and discuss their own dreams and goals and to begin to identify difficulties in the local community that they will begin to raise money for by creating a planned event.

Lesson 1 - Why are dreams and goals important? How can we work towards these by stretching ourselves and being ambitious?

Lesson 2 - Totem Poles - using the idea from another culture to plot the steps for success to a goal in the future.

Lesson 3 - Difficulties facing the world. Discussions about how we might start to solve these problems and share dreams for the world as a whole.

Lesson 4 - Community Project - choose a local charity to support and plan how you will raise money.

Lesson 5 - As last week

#### IMPACT

Children will understand the importance of having dreams and goals and that struggle and resilience in achieving these is paramount.

To have an improved understanding of difficulties in the wider world and that they have a voice in trying to change wider issues.

### Computing INTENT

SRG programmers will be able to review existing coding knowledge and begin to simplify code to create a playable game. They will be able to understand what a simulation is and program this by using 2Code. They will know what decomposition and abstraction are in Computer Science and take a real-life situation, decompose it and think about the level of abstraction. They will then use decomposition to make a plan of a real-life situation. They will understand how to use friction in code and begin to understand what a function is and how functions work in code, understanding what different variable types are and how they are used differently, creating a string.

#### Lesson 1 - Coding Efficiently

Children will use simplified code to make their programming more efficient, using variables to create a simple playable game.

#### Lesson 2 - Simulating a Physical System

Children will plan an algorithm modelling the sequence of traffic lights, selecting the right images to reflect the simulation they are making. Children will use their plan to program the simulation to work in 2Code.

#### Lesson 3 - Decomposition and Abstraction

Children will make good attempts to break down their task into smaller achievable steps, recognising the need to start coding at a basic level of abstraction, removing

<p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p> <p><b>IMPACT</b>  <b>SRG RE-Searchers will be able to make sense of belief by explaining the place of Incarnation and Messiah within the ‘big story’ of the Bible, be able to identify Gospel and prophecy texts, using technical terms and explain connections between biblical texts, Incarnation and Messiah, using theological terms. They will understand the impact and show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas, they’ll be able to comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible and make connections by weighing up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.</b></p>	<p><b>use inheritance and work with genes/DNA. Lead onto evolution and how this has led to change over time eg The Future is Wild/Pangea/Charles Darwin</b></p> <p><b><u>Lesson 4 - Amazing African Adaptation - topic link.</u> Look at a range of African animals and the physical and behavioural adaptations that they have- this is a result of evolution. Identify specific features within different animals and how these adaptations help the animals in specific habitats.</b></p> <p><b><u>Lesson 5 - continue from last week to create an animal to meet a range of habitat based challenges. Provide a brief of the challenges to overcome and decide how the animal might be successful in this very specific environment. Draw and annotate adaptations.</u></b></p> <p><b>IMPACT</b>  <b>SRG scientists will be able to explain the work of past and present scientists when discussing how animals have changed and adapted.</b>  <b>To explain Darwin’s theory of evolution and some of the careful observations he made through curious questioning and careful comparisons.</b>  <b>Design an animal to live in multiple African habitats so it can survive and thrive through the behavioural and physical adaptations it has.</b></p>			<p>superfluous details from their program that do not contribute to the aim of the task</p> <p><b><u>Lesson 4 - Friction and Functions</u></b>  Children will create a program which represents a physical system, creating and use functions in their code to make their programming more efficient</p> <p><b><u>Lesson 5 - Introducing Strings</u></b>  Children can create and use strings in programming setting/changing variable values appropriately and will know some ways that text variables can be used in coding.</p> <p><b>IMPACT</b>  SRG programmers will be able to create more complex programs and begin to understand that there are ways to simplify code to make their programming more efficient. They will be able to recall and apply previous coding knowledge in their code. Children will understand what simulations are and will be able to formulate and program an algorithm for an observed traffic light sequence. Children will understand the processes of decomposition and abstraction and can apply this knowledge when planning algorithms for a program. Children will be able to include sequence, selection and repetition into code as well as use functions to make their programming more efficient. Children will understand what a physical system is and can consider how they can program objects to behave like they would in ‘real life’. Children will be able to test and debug their program as they go, using logical methods to identify the approximate cause of any bugs but might need support to identify the specific line of code that is causing the problem. Children will understand how functions work and that there are different variable types, being able to explore how they can be used.</p>
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**DT  
INTENT**

**IMPACT**

**PE  
INTENT**

Gymnastics - Partner Sequences  
Zero Gravity visits from Jayne for 5 weeks.

Lesson 1 -

Can you work with a partner to show a variety of balances on the floor and apparatus with good body tension? Can you include matching, mirroring and contrasting balances?

Lesson 2 -

Can you work with a partner to develop part and full body weight partner balances?  
Can you link 2 balances together in a short sequence with your partner?

Lesson 3 -

Can you work with a partner to practise jumping and rolling in unison and cannon with good body tension?  
Can you evaluate your performance and that of others for improvement?

Lesson 4 -

Can you work with a partner to practise meeting and parting using different gymnastic elements?  
Can you show contrasting actions and include different levels?

Lesson 5 -

Can you create and evaluate a sequence practising it to a performance sequence.

**IMPACT**

Year 6 SRG gymnasts should be confident to create and evaluate sequences involving partner work where pairs meet and separate.

**Geography  
INTENT**

Children are to be given the opportunity to learn and develop the key skills of being a geographer whilst developing a love and understanding of the wider world.

**Lesson 1- Countries and continents**

Children use their **investigating** skills to show **comparison** between the continents of the world and present this to an audience.

**Lesson 2- Hemispheres and equator**

Children to investigate and produce a piece of work showing the different hemispheres and the impact that on countries closer to the equator.

**Lesson 3- Climate zones**

Children use **sources** and **questioning** to identify the different climate zones of the world and make comparisons between Africa and Britain.

**Lesson 4- Hillside school- Uganda**

Children to **investigate** Africa- Uganda- Hillside school to develop an understanding of the similarities and differences.

**Lesson 5- SRG and Hillside**

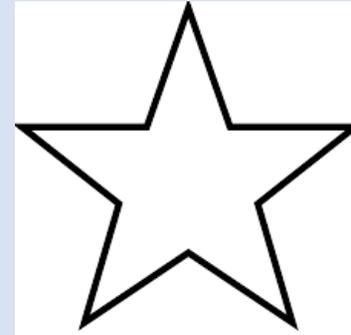
Children produce a **comparative** non-chronological report to the similarities and differences between us and our partner school in Uganda- Africa.

**IMPACT**

Children will gain a love for exploration and investigation of a topic that provides a real contrast to the environment to which they live in.

**History**

History was and will be covered in Autumn 2 and Summer 1



**MfL  
INTENT**

**Lesson 1 - Adverbs linked to place**  
Chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine. List places we could visit and describe where people are.

**Lesson 2 - Adverbs of time /frequency**

Aujourd'hui, maintenant, souvent, quelquefois, a + (time on the clock)  
Link this to pastimes and hobbies.

**Lesson 3 - Asking questions**

Où est la baleine?  
Que fait la coccinelle?  
Est-ce que le canard tricote?  
Qu'est-ce qu'il fait?  
Où va le lion?  
Le chat, qu'est-ce qu'il va faire?

**Lesson 4**

**African countries that speak French**  
Produce a fact file about which countries in Africa are French speaking. Explore why?  
Introduce the French spelling Bee for Term 3

**Lesson 5**

**French Spelling Bee for Year 5/6 competition. Review the term's learning.**

**IMPACT**

Year 6 French speakers will have a growing understanding of sentence structure and conversational French and a bigger vocabulary to draw from.