

YEAR: 5
TERM: Autumn 2
TOPIC: Light and Sound



SIR ROBERT GEFFERY'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**

To discuss and explore the relationship between creation and beliefs and scientific theories, addressing whether they are in conflict or can be viewed as complementarity in understanding the origins of the universe.

LQ: What is the significance of placing the concepts of God and Creation on a timeline of the Bible's 'big story'?

LQ: How does Genesis 1 relate to and inform the beliefs that Christians hold about God and Creation?

LQ: In what ways does the story of 'the Fall' in Genesis 3 explain the existence of problems and imperfections in the world, according to Christian theology?

LQ: What actions do Christians take because of their belief in God as the Creator? Provide specific examples of how this belief influences their behavior, values, or actions.

LQ: Why and how do Christians pray to God? How does this practice tie into their understanding of God as the Creator?

LQ: Explain the process of Christians seeking forgiveness from God and why they might do so.

LQ: What questions and insights can we gain by considering the Creation story's importance for both Christians and non-Christians living in today's world?

IMPACT
To enhance understanding of the relationship between Christian beliefs, scientific theories, and their effects on human actions and

**SCIENCE
INTENT**

To provide children with the opportunities to build on and embed the SRG scientist key skills. To ensure that children are exposed to a wide range of scientific vocabulary linked to sound and knowledge from previous topics.

Lesson 1 - LQ - Can I explain how sound is created by using the relevant specific scientific vocabulary? Carousel of investigations encouraging children to look at vibration, pitch and volume.

Lesson 2 - LQ - Can I summarise how sound travels and how we hear by making links to my previous learning? Drama following scientific research into sound through demonstrations and videos.

Lesson 3 - LQ - Can I plan an investigation involving fair testing by recognising the possible variables involved? Stereo hanger investigation. Select a variable to test eg length of string, finger wrapping loops, type of hanger, type of string. Groups choose a variable to investigate and predict the outcome.

Lesson 4 - LQ - Can I carry out a planned investigation accurately and make careful comparisons? Following the group plan from last week, carry out and draw conclusions. Do they agree with the predictions formed?

Lesson 5 - Can I design an investigation to test a theory by collaborating? Present children with the idea that Mrs Cunningham has a noisy neighbour who is learning to play the drums! She has said that she will line the shed with a material to try and sound proof it. But which is best? Children plan their own investigation to test. Look at using the sound meters in addition.

**MUSIC
INTENT**



Music has been covered in the first half of the Autumn Term and will be again in spring and summer.

**PHSE
INTENT**

Children have an opportunity to share, question and celebrate the concept of difference within society and education.

Lesson 1- Culture- Children to discuss and debate the differences in culture and understand that everyone has a right to learn and live freely.

Lesson 2- Racism- Children to discuss, debate and challenge the concept of racism and understand the importance of working towards removing it from society.

Lesson 3- Bullying- rumours and name calling- Children to discuss and debate the effects of name calling and how this is linked to bullying. Children discuss strategies on how to manage feelings in these situations.

Lesson 4- Types of bullying- Children to discuss and understand the difference between direct and indirect bullying and how to make positive choices when confronted by situations involving bullying.

Lesson 5- Does money matter? Children discuss the ideology of wealth and what is important. Children to discuss empathy and the concept of stepping into someone's shoes for a day.

Lesson 6- Cultures around the world- Children have the opportunity to explore, discuss and celebrate a range of cultures from around the world and explain how all cultures should be respected.

IMPACT
Year 5 children will will have an awareness of how people may be different but will not only tolerate, but celebrate these differences and be fully inclusive in their play and learning.

**Computing
INTENT**

To Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.

LQ: How can we understand the impact of digital content sharing, assess tech support sources, and examine children's online responsibilities?

LQ: How can we secure passwords, understand image editing, and recognize online content appropriateness and impact?

LQ: How can we learn to use sources for our schoolwork, and make sure we can trust information we find on the internet?

LQ: How can we understand when and how to use different forms of communication and why they might be reliable or not?

IMPACT
Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

interactions. Seeking to promote a wider recognition of the relevance of the Creation story in today's diverse and modern world.

Lesson 6 - LQ - Can I notice patterns in my data that lead to a reasoned conclusion? Carry out the planned investigation from last week and collect results to form a conclusion.

IMPACT

SRG scientists will be confident to plan, predict, notice patterns, draw conclusions and reflect critically upon their working methods. They will be able to work together collaboratively to plan as part of a team.

SRG scientists will have a clear working knowledge of the vocabulary associated with sound and can explain how sound can be changed and manipulated as well as the dangers of sound and how we can protect ourselves from these.

Children will be equipped to deal with bullying situations, whether the bullying behaviour is directed towards them or others.

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Mfl

INTENT

Year 5 linguists will have opportunities to learn how to tell the time in French - involving reading times and writing times on clocks. They will also be able to develop their 'sticky knowledge' of the months of the Year and link this to creating sophisticated calendars for their upcoming year.

Lesson 1: Telling the time - on the hour and half past.

LQ: Can I learn to say, read and write the time on the hour and half past by noticing and imitating?

Lesson 2: Telling the time - quarter to and quarter past.

LQ: Can I learn to say, read and write the time involving quarter to and quarter past by noticing and imitating?

Lesson 3: Telling the time, minutes to and minutes past.

LQ: Can I learn to say, read and write the time involving minutes to and past the hour by noticing and imitating?

Lessons 4 & Lesson 5: Revising the names for the months of the year from our 'sticky knowledge'.

LQ: Can I create a fictitious month-long diary of meetings and appointments by making links with time vocabulary (hours, minutes, days, weeks and months)?

Lesson 6 - Happy Christmas
Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one
LQ: Can I revise vocabulary linked to Christmas by making links?

IMPACT

SRG linguists will be confident to tell the time, by reading, writing and drawing it on clock faces. They will have a clear working understanding of the vocabulary linked to telling the time.

PE

INTENT

Year 5 athletes will have the opportunity to practise and develop their game playing linked to a number of 'invasion' type games.

Lesson 1 - Touch Rugby - Final session on game play and coaching of when to pass and when to go alone with the ball.
LQ: Can I develop my skills of game play during small sided games - knowing when to pass and when to go alone?

Lesson 2 - Touch Rugby - intra-house tournaments. House matches played between 4 teams within the class on a round robin basis.
LQ: Can I develop my game play in full 8 a side games

Lesson 3 - Handball - I can perform a dribble correctly and shoot successfully consistently with accuracy and pace. I can link these moves together smoothly without taking too many steps and going over the shooting line.
LQ: Can I shoot the handball with accuracy and pace?

Lesson 4 - Handball - I can perform a pass correctly, consistently and with accuracy.
I can perform these skills in a game situation. I can link these moves with dribbling and shooting.
LQ: Can I pass the ball in handball?

Lesson 5 - Handball - I can defend using a block and an intercept correctly in a game situation. I can use tactics to allow me to be successful and use these tactics in a game situation.
LQ: Can I defend in handball?

Lesson 6: Handball - The house matches. Intra-house competitions for the final session.
LQ: Can I use varied defensive and attacking tactics to be successful in a competitive game situation.

IMPACT

Year 5 athletes will have successfully embedded more advanced principles of game play into a series of different games using hands to propel balls of different sizes and learn adapted rules

Geography

INTENT

Children in Year 5 will begin to explore the substantive concepts linked to geography whilst embedding and developing the key skills of a geographer. They will build on their learning from last term within history and apply this knowledge within their learning.

Lesson 1- Building a schema for the topic.

LQ- Can I build a picture of the topic through presenting?

Lesson 2- Who were the Anglo-Saxons

LQ- Can I develop an understanding of who the Anglo-Saxons were and where they came from?

Lesson 3- Where did they settle in Britain?

LQ- Can I revisit my geographical knowledge and link it to a contrasting time period by noticing?

Lesson 4- What made them settle in Britain?

LQ- Can I present why the Anglo-Saxons settled in Britain through collaboration?

Lesson 5- What impact did the Anglo Saxons have on Britain.

LQ- Can I notice and critique what impact the Anglo Saxons had on the British Empire?

Lesson 6- Proof of progress

LQ- Can I present the progress that I have made on this topic and show off my skills as a geographer?

IMPACT

Geographers at SRG will have successfully embedded the drivers and concepts whilst developing their skills and increasing their love for a subject that covers both local and global knowledge.

History



History of invaders and settlers was covered within the curriculum in Autumn 1 and more history will be covered in spring and summer,

DT

INTENT

Year 5 design technologists will be exposed to the medium of 3D form - wire sculpting and the influence of local female artist Alison Bick. Children will be provided with opportunities to problem solve, create, analyse, evaluate and reflect upon their design and the impact this has on their own creative outcomes. They will also build upon prior skills in previous units.

SESSION 1 - RESEARCH STAGE

Artist research

-Research artist influence/inspiration, style, technique, materials etc.

-Cornish contemporary lampshade designer & maker

-Children to complete a research worksheet focused on different enquiry questions

<https://alisonbick.co.uk/>

SESSION 2 - DESIGN STAGE

-Generate success criteria for lampshade structure

-Focus design to be in line with success criteria and based on influences and techniques, shape and form, use of colour, surface texture

-Children to use images of Bick's work and example wire structures - functional, linear, abstract - to influence their designs. Children to incorporate key elements of enquiry through the design process -

-Children to carry out a design process using multimedia - computer-aided design

SESSION 3 - MAKE STAGE 1 - WIRE STRUCTURE & TISSUE PAPER LAYER

-Construction of wire frame and application of tissue paper layer

-Reflecting back on designs throughout the process and reflecting upon key elements of enquiry through the design process - style, influence, techniques, use of colour as Bick did.

-Also analysing construction against design criteria - questioning throughout the process

SESSION 4 - MAKE STAGE 2 - ADDING TEXTURE - FURTHER LAYERING, PRINTING, EMBELLISHING

-Recapping on design process and criteria for success

-Incorporating techniques, style,

for these games.

influence and materials - think like the artist
-Begin to add further texture to tissue paper design surface through use of suggested additions: further tissue paper layers (complementary colours), printing design as repeated pattern, possible embellishment using needle, thread, bead

SESSION 5 -TESTING STAGE

-Exhibit work and view peers
-Assembling of pieces - incorporate simple circuit consisting of battery and bulb - to test and evaluate along with peers
-Evaluate lamp shade structures against designs and design criteria

IMPACT

Year 5 children will create a wire structured tissue paper lamp shade. They will construct this with colour & shape influences from Alison Bick and with a secure understanding of technique, as well as design criteria.