

YEAR: 5
TERM: Summer 2
TOPIC: Waters of the World



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

2.12 How does faith help when life gets hard?

INTENT

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

Lesson 1 - Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers e.g. to life/death

Lesson 2 - Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.

Lesson 3 - Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.

SCIENCE

INTENT - To continue to build an understanding of solids, liquids and gases and the related reversible changes.

To further develop the practical skills related to separation eg filtering, evaporating and the associated knowledge of potential hazards. Measuring volume and temperature skills will also be consolidated.

To work collaboratively to discuss and explain ideas using the correct scientific vocabulary

Session 1- to finish from previous term due to London residential.

Can I explain how energy transfers through food chains by using scientific language?

Food chains and the place of micro-organisms within these. Look back to African topic with a focus on the savanna - how can these build into a food web? Look at interdependence between species and the delicate balance.

Session 2- Can I compare materials according to their properties?

Recap on the language surrounding the properties of materials and classifying. Test the hardness, transparency and permeability of materials practically. Reflect on how knowing the properties can help us make decisions about their appropriate use.

Session 3 - reversible and irreversible changes LQ - Can I explain which

MUSIC



Music was covered in Summer 1 and previously in the Autumn Term

PHSE -Changing Me topic. Monday sessions below with RSE and drugs education in Health and Safety Week 19th June

INTENT - Children to continue to develop an understanding on the concept of puberty and conception; enhancing their knowledge and confidence of self-image and body image.

Session 1 and 2- Can I develop a deepening understanding of the phrase 'self esteem' and develop strategies to improve my confidence?

Session 3- Can I build strategies to improve my self-esteem and confidence with my body image?

Session 4- Can I begin to plan my journey to year six- identifying barriers and obstacles?

Session 5- Can I highlight what I am looking forward to in the year to come and identify and worries?

IMPACT

Children will have deepened their understanding of the concepts linked to self-esteem, body image and self-confidence and started building strategies in order to

Computing

Text Variable and Concatenation Unit 5.1
 User Input Unit 6.1

INTENT

Children will begin to explore text variables when coding and understand what concatenation is and how it works.

Children will understand the different options of generating user input in 2Code and understand how user input can be used in a program.

Lesson 1 - Can I explain concatenation and complete a Purple Mash task using it?

Recap nouns, verbs and adjectives and ask them for some examples of a phrase that includes all three.

Lesson 2/3 -Can I use the get input command and the prompt for input command?

Can I add code so that the program uses the input in a string when it is collected?

Lesson 4 -'Guess the Alien'

Can I add code to the Guess the Alien task, using a Database to find out more detail and using decomposition?

Lesson 5/6

Can I explore and solve a coded 'adventure', sketching a map as I play it and working out the aim of the game?

IMPACT

SRG Coders will be able to create a string and use it in their program and

<p>Lesson 4 Learn some key concepts about life after death, comparing beliefs. • Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. • Hinduism: law of karma affects the reincarnation of the individual atman. • One secular/non-religious view about what happens after death, e.g. Humanism • Compare ceremonies that mark death/passing away, noting similarities and differences</p> <p>Lesson 5- Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.</p> <p>Lesson 6 -Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and nonreligious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times? • Respond to the question, 'How does religion help people when life gets hard?'</p> <p>IMPACT SRG RE-Searchers will be able to make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). They will be able to give examples of ways in which beliefs about resurrection/ judgement/ heaven/karma/reincarnation make a difference to how someone lives and make connections by Interpreting a range of artistic expressions. They can discuss with evidence and example, expressing insights of their own.</p>	<p>processes are reversible and irreversible and apply this to my wider understanding? Look back at the properties of solids, liquids and gases and how they are related by looking at the changes of state of water. How can we switch from one to the other> Look then at how burning and other chemical reactions eg rusting are irreversible as a new material is created. Provide the basis on which to build next week.</p> <p>Session 4- Clean water?! LQ - Can I explain and use separation processes by using my knowledge of reversible and irreversible change? Look at how water can be polluted and the ways in which we can clean it. Look at videos of this in action within industry and equally on a smaller scale via the processes of magnetism, sieving, filtering and evaporating. Practice these processes and how they can be done in class accurately and safely.</p> <p>Session 5 - LQ - Can I utilise my previous practical skills to solve a problem by collaborating? Use the skills! Recap on the skills from last week. Present with a beaker of mixtures to separate.</p> <p>Impact SRG scientists can confidently apply their understanding of solids, liquids and gases and the properties of materials to wider processes that they witness. They confidently utilise scientific vocabulary to describe what they see and choose appropriate processes to separate materials in preparation for KS3 science</p>		<p>improve their approach. Children will build and comprehend a vision for their successful transition to year six.</p>	<p>use strings to produce a range of outputs in their program. Children will be able to code programs that take text input from the user and use this in the program. They will be able to attribute variables to user input and be aware of the need to code for all possibilities when using user input.</p>
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<p style="text-align: center;">Art/DT INTENT - COMPONENT KNOWLEDGE</p>	<p style="text-align: center;">PE INTENT</p>	<p style="text-align: center;">Geography INTENT</p>	<p style="text-align: center;">History INTENT</p>	<p style="text-align: center;">MFL INTENT</p>
<p>Year 6 artists will be exposed to the medium of clay and the influence of artist Courtney Mattison. Children will be provided with opportunities to explore, question, wonder, examine, challenge, experiment and reflect upon artist influence and the impact this has on their own creative outcomes.</p> <p>WEEK 1: RESEARCH STAGE - artist research & study <u>LQ: Can I research the artist Courtney Mattison and build an understanding of her influence, style and technique, by making connections?</u> Artist research https://courtneymattison.com/</p> <p>WEEK 2: DESIGN STAGE - free-hand design by applying observational skills and artist influence <u>LQ: Can I use free hand sketching to design a 3D form, by reflecting upon the influences, techniques, surface texture and colour choices of artist Courtney Mattison?</u></p> <p>WEEK 3: MAKE/BUILD STAGE - construct clay forms, following design and artist influence piece <u>LQ: Can I construct a coral clay form, by considering artist influence and key artistic elements?</u> -Recapping sketching process and coral designs -Begin construction of clay coral form -Incorporating techniques, style, influence and materials - think like the artist -Reflecting back on designs throughout the process and reflecting upon key elements of enquiry through the design process - style, influence, techniques, use of colour</p> <p>WEEK 4: DECORATE STAGE - decorate clay forms by applying artist influence and second hand observation -Reflecting back on practical work from previous lesson -Viewing each others forms and recognising interpretation of key elements</p>	<p>Year 5 athletes will have opportunities to practice running, jumping and throwing techniques in competitive and non competitive environments.</p> <p>Session 1 LQ: Can you develop sprinting techniques in the circular relay? Gold- I can sprint with a fluid and effective style Silver- I can sprint with a good knee lift and arm action Bronze- I can pass the baton on successfully and run using a good knee lift. (Sports Day prep)</p> <p>Session 2 LQ: Can you sustain exercise to improve stamina? Gold- I can sustain my pace and endurance throughout a session Silver- I can control my pace in an endurance event Bronze- I can keep on running even though I feel tired. (Sports Day prep)</p> <p>Session 3 Sports Day</p> <p>Session 4 LQ: Can you demonstrate appropriate body positions for throwing greater distances? Gold- I can effectively aim and throw for distance different types of implements Silver- I can aim and throw a variety of different implements with increasing distances Bronze- I can throw a variety of different implements with increasing distances</p> <p>LQ: Can you hurdle with control and rhythm? Gold- I can hurdle efficiently running at speed and taking off with the same foot Silver- I can run and hurdle at speed Bronze- I can run and hurdle lifting the trailing leg as it goes over the hurdle</p> <p>Session 5 LQ: Can you demonstrate appropriate body positions for throwing greater</p>	<p>The curriculum for geography has been designed to allow our pupils to explore a range of topics that will promote the key skills of a geographer: investigation, questioning, reflection and comparing. Children will also be able to develop their substantive knowledge linked to geography whilst promoting the enjoyment of a subject that develops their understanding of knowledge from across the globe.</p> <p>Lesson 1- Can I show my knowledge of what I already know through presenting?</p> <p>Can I begin to understand the process involved in the water cycle and develop my topic related vocabulary through meta-learning?</p> <p>Children take part in a POP (proof of progress test) to highlight their baseline understanding for the topic and develop their portfolio of vocabulary associated with the water cycle.</p> <p>Lesson 2- Can I develop my understanding of the water cycle and present my understanding of the process involved through reflection?</p> <p>Children to investigate and present their understanding of the water cycle process- ensuring they include all of the topic related vocabulary and substantive knowledge concepts.</p> <p>Lesson 3- Can I investigate and present a method of testing rainfall through collaboration and noticing?</p> <p>Children design and build a rain gauge in order to investigate and</p>	<p>History topics have been covered across Autumn 1 and 2 as well as Summer 1 this year.</p> 	<p>Year 5 French speakers will have an increased vocabulary to draw from including fruits and vegetables</p> <p>Session 1 - Je Peux - Can I? Children work on using the phrase 'Je Peux' which means can I and use this to complete sentences involving verbs. LQ: Can I use the phrase 'Je Peux' in the context of verbs?</p> <p>Session 2 - French fruit and vegetables. Children will begin to work on a fact page linked to fruit and vegetables and complete a wordsearch to find the names of fruits and vegetables that they might come across. LQ: Can I create a fact page linked to researching the names of fruits and vegetables?</p> <p>Session 3 - no session 3 (Health, Safety & First Aid week & Sports Day) LQ: Can I?</p> <p>Session 4 - Healthy Cafe Children will create their own healthy cafe and learn how to ask for various different fruit and vegetables asking for the price of these items. LQ: Can I create my own sentences linked to buying and selling healthy fruit and vegetables?</p> <p>Session 5 - Review Poster session 1 Children will create their own review poster linked to the topics we have studied this year in French. LQ: Can I review my learning by depicting the new vocabulary I have learnt this year?</p> <p>Session 6 - Review Poster session 2 Children will complete their own review poster linked to the topics we have studied this year in French. LQ: Can I review my learning by depicting the new vocabulary I have learnt this year?</p>

<p>- shape and surface texture -Focus class on decoration stage, involving influence of artist use of colour -Discuss the matte and shine of coloured surfaces and achieving this through the use of PVA glue -Discuss which colours are represented in these ways -Explore colour mixing -Modelling use of colour mixing and application of paint to ceramic form - brushes, sponges - the impact of this on showing further texture to the surface of the piece. -Children to apply paint to their ceramic forms -Review choices of colour, texture and finish and reasons behind this - connecting to their designs and artist influence</p> <p>WEEK 5: EXHIBIT STAGE - exhibit work and provide peer feedback -Exhibit work and view peers -Assembling of pieces as a collection - discussing decision making as artists, considering positioning to contrast/complement -Children to interpret work of others and make comments in connection to use of styles, influence, techniques, use of colour</p> <p>IMPACT - COMPOSITE OUTCOME</p> <p>Year 6 children will create a 3D clay form representing a piece of coral. They will construct this in the style of artist, Courtney Mattison and with a secure understanding of her inspiration, influence and motivations around global warming, ocean advocacy and the protection of coral reefs from coral bleaching</p>	<p>distances? Gold- I can effectively aim and throw for distance different types of implements Silver- I can aim and throw a variety of different implements with increasing distances Bronze- I can throw a variety of different implements with increasing distances</p> <p>Session 6 LQ: Can you improve distance from take-off to landing in one jump? Gold- I can jump for height and distance in long jump after a fast run up Silver- I can long jump effectively and land on both feet Bronze- I can long jump by taking off on one foot and land with both</p> <p>IMPACT</p> <p>Year 5 athletes will have a growing understanding of how to run at speed and over longer distances with stamina, complete a variety of jumps for both height and distance and throw with increased accuracy and over distance.</p>	<p>measure the amount of rainfall in an area of locality and compare this with other parts of the world.</p> <p>Lesson 4- Can I present the impact that the natural environment is having on areas of locality?</p> <p>Children look at the concept of coastal erosion and the impact that it is having on the local area.</p> <p>Lesson 5- Can I evidence the impact that this topic has had on my knowledge and skill?</p> <p>Children complete the POP test to show the improvement that they have made in knowledge and skill compared to week one.</p> <p>IMPACT</p> <p>Geography is a subject that allows children to explore and make substantial links with the wider world. Children, during this topic, will have improved their knowledge of the substantive concepts linked to geography whilst developing their enthusiasm and passion for geography through the key drivers.</p>		<p>IMPACT</p> <p>Year 5 linguists will be able to carry out a simple conversation linked to buying and selling fruit and vegetables in a healthy cafe. They will also be able to review their new learning this year and recognise the wider French vocabulary they can draw on as a result of this year's learning.</p>
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