

YEAR: 5
TERM: Spring 1
TOPIC: Brazil



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	SCIENCE INTENT	MUSIC INTENT	PHSE (Dreams and goals) INTENT	MfL INTENT
<p>To develop a deep understanding of the importance of the Torah to Jewish people and their continued use of it in contemporary times.</p> <p>2.9 Why is the Torah so important to Jewish people?</p> <p>LQ: Can I explain the diversity of people who are part of the Jewish community?</p> <p>LQ: Can I explain Jewish beliefs about God and say what the Sema means</p> <p>LQ: Can I explain what a Sefer Torah is and how it is used by summarising?</p> <p>LQ: Can I explain what Laws/rules are important to Jewish people and how this impacts on their daily lives?</p> <p>LQ: Can I deepen my understanding of Jewish beliefs and practice by visiting a Synagogue?</p> <p>IMPACT Children will have a deep understanding of the Torah and its importance to Jewish people and cultivate a sense of respect, tolerance and cultural appreciation towards different faiths and beliefs.</p>	<p>To provide children with the resources and opportunities to build an understanding of the biodiversity and importance of the Amazon rainforest.</p> <p>Lesson 1 - The Amazon Rainforest - an introduction to the rich wildlife and biodiversity. Research based and using the Planet Earth resources.</p> <p>Lesson 2 - Deforestation - why is it happening? Impact? Related data and statistics. Look at logging, farming (soy bean, palm oil, ranching - link to beef and agricultural usage.</p> <p>Lesson 3 - Food chains and food webs in the rainforest. How are these being affected?</p> <p>Lesson 4 - Farms of the future - research based lesson for creating the design next session</p> <p>Lesson 5 - Designing a farm for the future based on learning in this unit. Building components into a composite learning outcome.</p> <p>IMPACT Year 5 scientists will recognise how small changes in an environment can have much larger repercussions and that as consumers some people feel it is more and more important to consider the choices made.</p>	<p>To identify the impact of instrumentation, lyrics and emotions within pieces of music and apply this to a performance of 'Dreaming of Mars'</p> <p>Lesson 1: Listening focus on instrumentation and impact in orchestral music. Children will compare two orchestral pieces of music, thinking about their similarities and differences.</p> <p>Lesson 2: identifying impact of lyrics on music Children will consider the impacts of lyrics in a gospel and orchestral piece of music</p> <p>Lesson 3: Comparing and contrasting the impact of emotion across genres Children will consider the musical elements used to portray emotions in pop and gospel music.</p> <p>Lesson 4: Development of class performance for piece. Children will work collaboratively to create a whole class performance, applying understanding from half term.</p> <p>Lesson 5: Performance of learnt piece on classroom instruments Children will perform and evaluate their piece, considering next steps in future practice.</p> <p>IMPACT Year 5 Musicians will be able to identify the use of instrumentation within a piece and evaluate its impact. They will be able to consider the lyrics in a piece of music and how they are used alongside emotions to emphasise a musical message. Children will also be able to compare and contrast these and other musical elements across multiple genres to discuss the impact for each genre. Year 5 Musicians will then work collaboratively together to develop[and practise a piece of music, considering learning from the half term.</p>	<p>Children will be able to reflect on their goals and aspirations both in the short and long term and be able to reflect on the journey they will embrace in order to make those dreams a reality.</p> <p>Lesson 1- Future aspirations Children will have a vision for what they aspire to live like in the future and consider what steps they require in order to reach those goals.</p> <p>Lesson 2- Future job prospects and dream job Children will research and gain knowledge into the variety of jobs available and discuss the impact that all careers have on the community.</p> <p>Lesson 3- Dreams and cultures Children will compare their own dreams and aspirations to that of children from other backgrounds and cultures.</p> <p>Lesson 4- Support for each other- Children will discuss and evaluate how they can support each other in order for everyone to achieve their goals- regardless of background or culture.</p> <p>Lesson 5- Forward steps to supporting others Children to discuss, evaluate and employ steps as to how they could support other children to reach their goals.</p>	<p>To gain a widening knowledge of both spoken and written French language linked to the theme of schools.</p> <p>Lesson 1: Objects within a school classroom LQ: Can I learn the names for objects contained within a school classroom?</p> <p>Lesson 2: Objects within a school classroom and their places within the room LQ: Can I learn the names of prepositions linked to objects placed within a school classroom and write and say sentences showing this information?</p> <p>Lesson 3: School Subjects LQ: Can I learn the vocabulary linked to the names of school subjects?</p> <p>Lesson 4: Timetabling of school subjects LQ: Can I use time vocabulary linked to creating a timetable of my dream day at school by making links?</p> <p>Lesson 5: Design a dream secondary school building LQ: Can I create a labelled diagram of a dream school including specific rooms for each subject and use prepositions to locate the rooms?</p> <p>IMPACT Year 5 linguists will have a growing understanding of vocabulary linked to schools and have been given the opportunities to express in both written and spoken forms this new vocabulary.</p>

YEAR: 5
TERM: Spring 1
Topic: Brazil



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.

Art



Art will be revisited in the Summer Term.

PE

INTENT

To improve children's awareness of their own fitness levels and to explore fitness circuits as a way of improving fitness levels of the group as a whole.

Lesson 1: Fitness & Circuits

LQ: Can you complete a 30 on, 30 off bodyweight circuit?

- Exercise 1- On the spot high knees
- Exercise 2- Press ups. Full if possible
- Exercise 3- Star jumps
- Exercise 4- Ski sit hold.

Lesson 2: Fitness & Circuits

LQ: Can you complete two timed fitness challenges to the best of your abilities?

Challenge 1-3: adapt to support pupil's access to challenges as needed.

Lesson 3: Fitness & Circuits

LQ: Can you do specific exercises quickly, while maintaining proper technique?

Team Rep challenge. Support pupils with recording.

Lesson 4: Fitness & Circuits

LQ: Can you complete a 45 on, 30 off fitness circuit?
45 seconds of work followed by 30 seconds of rest. Pupils are mostly working alone.

Lesson 5: Fitness & Circuits

LQ: Can you create your own fitness circuit in a group and teach it to another group?
Groups of 4/5, can you create your own fitness circuit.

IMPACT

Year 5 athletes will have a growing understanding of ways they can keep fit and healthy and have a growing repertoire of activities they can take part in to ensure this is both enjoyable and beneficial.

Geography

INTENT

Geographers in UKS2 are tasked with taking their baseline of knowledge and skill and embedding this through deeper thinking. Pupils will be expected to develop the key skills of geography whilst embedding the key conceptual knowledge throughout the topic-making appropriate links between a contrasting region to that which they live in.

Lesson 1- Can I provide a baseline for what I will be learning in this topic through presentation?

Lesson 2- Can I review and develop my understanding of climate zones through collaboration?

Lesson 3- Can I develop my understanding of biome zones and make links to two contrasting regions?

Lesson 4- Can I critically analyse the environmental impact that humans are having on the Amazon rainforest?

Lesson 5- Can I make comparisons between two different regions of the world through collaboration and presentation?

IMPACT

Geographers at SRG will have developed their conceptual knowledge and coupled this with the enhancement of their geographical skills. Children will have made key comparisons towards a region in South America, against that of which they live in (Cornwall) and continued to develop their love for a key foundation subject.

History



Victorians and Charles Dickens is covered within the History Curriculum in Spring term 2.

DT

INTENT

To create a Brazilian headdress using a textured fabric collage, inspired by the Brazilian textile artist Sonia Gomes.

SESSION 1 - RESEARCH STAGE

Artist research

- Research artist influence/inspiration, style, technique, materials etc.
- Children to complete a research worksheet focused on different enquiry questions

SESSION 2 - DESIGN STAGE

- Children to consider the structure of a Brazilian headdress with SCriteia
- Children to use images of Sonia's work and example headdresses - to influence their designs. Children to incorporating key elements of enquiry through the design process
- Children to carry out a design process within their sketchbooks

SESSION 3 - MAKE STAGE 1 - CREATING THE STRUCTURE AND INITIAL FABRIC ELEMENTS

- Construction of frame and textured collage. Considering textiles.
- Reflecting back on designs throughout the process and thinking about construction

SESSION 4 - MAKE STAGE 2 - ADDING TEXTURE - FURTHER LAYERING and EMBELLISHING

- Recapping on design process and criteria for success
- Incorporating techniques, style, influence and materials - think like the artist. Begin to add further texture.

SESSION 5 - TESTING STAGE

- Exhibit work and view peers
- Evaluate headdress structures against designs and design criteria

IMPACT

				<p>Year 5 designers will create a Brazilian headdress. They will construct this with colour & shape influences from Sonia Gomes and with a secure understanding of technique, as well as design criteria. Children will have a stronger understanding of working with textiles in a collage form.</p>
--	--	--	--	---