


<p>YEAR: 6 TERM: Spring 1 TOPIC: Brazil</p>	 <p>SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i></p>	<p><i>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.</i></p>		
<p style="text-align: center;">RE INTENT</p> <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 style="text-align: center;">IMPACT</p> <p>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 style="text-align: center;">SCIENCE INTENT</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 style="text-align: center;">IMPACT</p> <p>Children 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 style="text-align: center;">MUSIC INTENT</p> <p>To develop melodic phrases and demonstrate an understanding of musical structure and form by creating a composition inspired by the format of multiple genres using a mixture of instruments and music technology.</p> <p>Lesson 1: Features of Soul Identifying distinguishing features in a piece of music in the 'Soul' genre.</p> <p>Lesson 2: Composition Developing short melodic phrases using a 'Rock' backing track on music technology.</p> <p>Lesson 3: Listening Skills Comparing the features of a Soul track to a Jazz and Pop track.</p> <p>Lesson 4: Composition Developing a collection of melodic phrases using instruments using a 'pop' backing track.</p> <p>Lesson 5: Composition Using collaboration to create a short composition consisting of at least two different sections using medium of choice.</p> <p>Lesson 6: Performance Sharing of compositions and opportunities for peer and self-reflection on work.</p> <p style="text-align: center;">IMPACT</p> <p>Year 6 Musicians will be able to identify key features of the musical genres Rock, Soul, Jazz and Pop. They will be able to identify and create distinctive riffs accompanied by a backing track. They will be able to develop contrasting but complimentary sections to a composition (ternary structure - ABA) on a variety of mediums including, tuned percussion and music technologies. They will develop their collaborative skills within a creative project using a reflective approach.</p>	<p style="text-align: center;">PHSE - Dreams and Goals INTENT</p> <p>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.</p> <p>Lesson 1 - Why are dreams and goals important? How can we work towards these by stretching ourselves and being ambitious?</p> <p>Lesson 2 - Totem Poles - using the idea from another culture to plot the steps for success to a goal in the future.</p> <p>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.</p> <p>Lesson 4 - Community Project - choose a local charity to support and plan how you will raise money.</p> <p>Lesson 5 - As last week</p> <p style="text-align: center;">IMPACT</p> <p>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.</p>	<p style="text-align: center;">MfL INTENT</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 style="text-align: center;">IMPACT</p> <p>Year 6 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>

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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- 4 offering adapted challenges.

Lesson 2: Fitness & Circuits

LQ: Can you complete two timed fitness challenges to the best of your abilities?
 Challenges 1-3 increasing in difficulty.

Lesson 3: Fitness & Circuits

LQ: Can you do specific exercises quickly, while maintaining proper technique? Team Rep challenge!
 Split the class into equal groups of 4/5. Group recording own timings.

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 working alone - 5 exercises.

Lesson 5: Fitness & Circuits

LQ: Can you create your own fitness circuit in a group and teach it to another group?
 Main Activities Working in groups of 4/5, can you create your own fitness circuit? Pick 4 exercises from all we have already done this term and choose your format. For example, 30 on, 30 off.

IMPACT

Year 6 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?

Lesson4- 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
 -Generate success criteria for headdress structure
 -Focus design to be in line with success criteria and based on influences and techniques, shape and form, use of colour, surface texture

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 reflecting upon key elements of enquiry through the design process - style, influence, techniques, use of colour as Gomes did.

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 & add further texture

SESSION 5 - TESTING STAGE

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

IMPACT

				<p>Year 6 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>
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