

**YEAR: 5**  
**TERM: Spring 2 2024**  
**TOPIC: Brazil/ Victorians**



**SIR ROBERT GEFFERYS 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.*

<p><b>RE</b> <b>INTENT</b></p>	<p><b>SCIENCE</b> <b>INTENT</b></p>	<p><b>MUSIC</b></p>	<p><b>PHSE</b></p>	<p><b>MfL</b> <b>INTENT</b></p>
<p>Within this unit, pupils will be able to explain connections between biblical texts and the concept of the kingdom of God. Throughout this unit they will navigate diverse interpretations of these texts, demonstrating a nuanced understanding.</p> <p><b>Lesson 1</b> - Can I begin to understand how to make the world a better place?</p> <p><b>Lesson 2</b> - Can I understand and explain the meaning of Jesus' Kingdom of God parables and recognise Christians' belief in his mission to bring heaven closer to earth?</p> <p><b>Lesson 3</b> - Can I identify and compare current world features with the world Jesus envisioned through analysing song lyrics?</p> <p><b>Lesson 4</b> - Can I investigate and report on how a local church serves the marginalised and establish connections between these efforts and Jesus' teaching about the Kingdom of God on Earth?</p> <p><b>Lesson 5</b> - Can I connect my own vision of the world's best future with God's Kingdom using Jesus' teaching, inspiring positive action in my local community?</p> <p><b>IMPACT</b> By the end of the unit, pupils will develop a comprehensive</p>	<p><b>SRG scientists will gain an understanding of rock and soil formation as well as how scientific data can be used to support or refute a hypothesis.</b></p> <p><b>Lesson 1</b> - What are the types of rocks and how are they formed?  <b>LQ - Can I name the three main types of rock and the conditions in which they form?</b>  <b>Looking at rock samples and discussing basic similarities and differences using talk tactics. Watch videos to learn and engage in drama to provide memory hooks for the formation.</b></p> <p><b>Lesson 2</b> - Rock Trumps Extreme!  <b>LQ - Can I carry out fair tests to determine the properties of rocks by noticing?</b>  <b>Devise a series of tests to check the hardness, permeability, alkalinity of a set of rocks. Add stats to cards to create rock trumps.</b></p> <p><b>Lesson 3</b> - Soil types  <b>LQ - Can I identify similarities and differences in soil types by carefully observing?</b>  <b>How is soil formed? Building on the understanding of rock formation and then soil sampling from different areas of the school. Are the soil types all the same?</b></p> <p><b>Lesson 4</b> - Summon the Worms (Natural History Museum topic)  <b>LQ - Can I conduct a fair test to determine the soil type that earthworms prefer?</b>  <b>Building on the understanding of soil types, where in the school</b></p>	<p><b>To compare and contrast key musical elements across several genres of music using appraisal skills. To understand the role of chords within music and how they can be used to create different effects.</b></p> <p>Comparing and contrasting between pop music and a musical overture. Thinking about how the musical elements are applied in each genre.</p> <p>Comparing and contrasting the sub-genre of Avant Garde to the super genre 20 and 21st century music. Thinking about how the musical elements are applied in each genre.</p> <p>Considering the features of Reggae music and how chords are used within it.</p> <p>Considering how chords are used within Film compositions to create an emotional effect. starting to develop composition to a pop backing track, considering the emotion.</p> <p>Continuing composing a short melody to a pop backing track, using chords and being able to describe our inspirations. Children to share their performance.</p> <p><b>IMPACT</b> Year 5 Musicians will be able appraise music from a variety of genres, identifying similarities and differences. Year 5 will be able to define what a sub-genre and super genre is. They will develop their compositional skills by applying key features from a chosen genre. Year 5 Musicians will be able to define and</p>	<p><b>(Healthy Me)</b></p> <p><b>INTENT</b> Children develop an understanding of a 'healthy lifestyle' and gain knowledge on how to make appropriate choices in order to lead a healthy lifestyle.</p> <p><b>Lesson 1</b>- Can I make an informed decision about whether or not I choose to smoke and know how to resist pressure?</p> <p><b>Lesson 2</b>- Can I make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure?</p> <p><b>Lesson 3</b>- Can I identify how to stay calm in emergencies and what process to follow?</p> <p><b>Lesson 4</b>- Can I reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am?</p> <p><b>Lesson 5</b>- Can I understand and respect my body- knowing what the effect of eating disorders can have on it?</p> <p><b>Lesson 6</b>- Can I motivate myself to stay happy and healthy?</p> <p><b>IMPACT</b> Children will have gained an understanding into the role that they play in their decision making towards their overall health and</p>	<p><b>Year 5 linguists will be able to understand more about France as a country, learn about their neighbouring countries and explain how to use 'de'.</b></p> <p><b>Lesson 1:</b> France and their neighbours.  <b>LQ: Can I create a labelled map of Europe including France's neighbouring countries</b></p> <p><b>Lesson 2:</b> Cities in France.  <b>LQ: Can I create a detailed map of France including the location of the main cities?</b></p> <p><b>Lesson 3: Individual City Research.</b>  <b>LQ: Can I collaborate to create a 1 page city profile of a French city?</b></p> <p><b>Lesson 4: French City Posters</b>  <b>LQ: Can I create a poster advertising visiting a French city?</b></p> <p><b>Lesson 5: Les directions et distances</b>  <b>LQ: Can I complete work linked to direction and distance between French cities?</b></p> <p><b>Lesson 6: Paris</b>  <b>LQ: Can I create questions linked to facts about Paris?</b></p> <p><b>IMPACT</b> Year 5 linguists will have a growing understanding of the geography of France, be able to link this to previous work on directions and distance and be able to carry out group research and present their findings in French about their chosen French city.</p>

<p>understanding of the connections between biblical texts and the concept of the kingdom of God. They will demonstrate a nuanced understanding of diverse interpretations and perspectives, effectively communicating their beliefs in the Kingdom of God and its relationship with Christian practices in worship and community service. Moreover, they will apply their understanding of the kingdom of God to real-world issues, showcasing empathy and critical thinking skills. Additionally, students will recognize the relevance of Christian ideas in today's world and foster an appreciation for the value of diverse beliefs and practices.</p>	<p>grounds will the most worms live? Make reasoned predictions and test the hypothesis!</p> <p>Lesson 5 - Worm data  <b>LQ - Can I notice patterns in data in order to make an accurate conclusion?</b>  Examining and manipulating the data from last week eg averages and graphing. What does the data tell us?</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>SRG scientists will be able to explain how different types of rocks and soils are formed and therefore have differing properties. Improved confidence in manipulating and reflecting upon data will lead to deeper, more analytical conclusions being drawn.</p>	<p>identify what a chord is and how they can be used to create an effect.</p>	<p>feel better equipped to make positive decisions in their future.</p>	
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**YEAR: 2**  
**TERM: Spring 2**  
**Topic: Brazil / Victorians**



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## Art



## PE INTENT

Year 5 athletes will investigate a range of indoor sportshall athletics events and explore technically challenging events and hone their skills in order to build on their personal best scores and put these skills into competitive situations. They will also be able to revise hockey skills learnt in previous years to develop their own game play.

**Lesson 1: Sportshall Athletics - Speed Bounce, Chest Push & Standing Triple Jump.**

**LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?**

**Lesson 2: Sportshall Athletics - Vertical Jump, Shuttle Run & Standing Long Jump.**

**LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?**

**Lesson 3: Sportshall Athletics - Turbo Javelin, Relays & 2 lap hurdles.**

**LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?**

**Lesson 4: Hockey**

**LQ: Can I dribble the ball at speed holding the hockey stick correctly?**

**Gold I can dribble the ball travelling in different directions keeping the ball under control. I am starting to use reverse stick.**

**Silver I can dribble the ball through cones keeping the ball under control at speed.**

**Bronze I can dribble the ball through cones keeping the ball under control.**

**Lesson 5: Hockey**

**LQ: Can I pass and receive the ball to /from another player?**

**Gold I can accurately pass and receive the ball when travelling to beat an opponent.**

**Silver I can pass and receive the ball when travelling at speed.**

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

**Lesson 6- Can I present my understanding of the key comparisons between two regions in the world?**

### 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.



**Geography was covered within the Brazil topic of Spring 1 and is continued for the first part of Spring 2.**

## History

### INTENT

To gain a rational understanding of the chronological events that occurred during the Victorian era that led to poor working conditions within workhouses.

**Lesson 1- Can I study a range of sources to comprehend what life was like in a Victorian workhouse?**

**Lesson 2- Can I make links and show empathy in order to plan my own diary entry on life in the Victorian workhouses?**

**Lesson 3- Can I show my skills of presentation to complete a diary entry-ensuring it meets the year five writing standards?**

### IMPACT

Children will have a secure understanding of the events taking place in workhouses during the Victorian era and have developed their vocabulary based knowledge for a topic embedded within our History.

## DT INTENT

To create a scale model of a memorial for Charles Dickens. Inspired by the Royal Albert memorial designed by local architect Richard Coad.

### 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 - EXPERIMENTATION WITH TECHNIQUES STAGE

-Children to explore the techniques of creating a structure with newspaper stick

-Children to consider how they would create a panel

### SESSION 3 - DESIGN STAGE

-Children to consider the structure of The Albert memorial

-Generate success criteria for 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 Richard's work - to influence their designs. Children to incorporate key elements of enquiry through the design process -

-Children to carry out a design process within their sketchbooks

### SESSION 4 - MAKE STAGE 1 -

-Construction of frame

-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 Coad did.

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

### SESSION 5 - 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 embellishments with fine tip pen

Bronze I can pass the ball and receive the ball when travelling.

**Lesson 6: Hockey**

LQ: Can I pass/receive the ball accurately whilst moving?

Can I select the best ways to defend?

Gold I can move into a space with the ball under control looking for team mates and dodging defenders.

Silver I can look for space to travel into and pass accurately to a teammate when under pressure.

Bronze I can look for space to travel into when dribbling with the ball and pass accurately to a teammate.

**IMPACT**

Year 5 athletes will have a growing understanding of their abilities to tackle technically difficult athletics events and by persevering will improve their performance. They will also have the opportunity to revisit hockey skills previously learnt and have a growing confidence to play small sided games of hockey.

**SESSION 6 - TESTING AND EVALUATION**

**STAGE (to happen after Easter Holidays)**

- Exhibit work and view peers
- Evaluate their memorials against designs and design criteria

**IMPACT**

Year 5 designers will create a scale model of a memorial for the Author Chaire's Dickens. They will understand the many functions behind architecture, including its role in sturdy structures and buildings but also how it is used to commemorate and celebrate people and achievements. They will construct this with influences from Richard Coad and with a secure understanding of technique, as well as design criteria. Children will have a stronger understanding of working with strong structures and how their design impacts the final projects effectiveness.