

<p>YEAR: 5 TERM: Spring 1 TOPIC: The Romans</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>RE INTENT</p> <p>In this unit, pupils explore the Gospels and the teachings of Jesus to understand how Christians decide how to live. Using the question “What Would Jesus Do?”, children engage with Bible stories, parables, and miracles to explore Christian values such as love, forgiveness, justice, generosity, and inclusion. Through discussion, creative tasks, and reflection, pupils develop an understanding of how many Christians apply Jesus’ teachings in everyday life and how these principles can guide their own choices.</p> <p>LQ: Can I explore the Big Frieze to find out what the Gospels tell Christians about Jesus?</p> <p>LQ: Can I describe key teachings of Jesus and explain why they matter to Christians today?</p> <p>LQ: Can I interpret a parable and explain how it might guide Christian’s choices today?</p> <p>LQ: Can I explain how some of Jesus’ teachings were surprising or different, and how this affects Christians today?</p> <p>LQ: Can I give examples of how Jesus’ actions influence how Christians treat others today?</p> <p>LQ: Can I answer the big question: How do Christians decide how to live? ‘What would Jesus do?’</p> <p>IMPACT</p> <p>By the end of the unit, pupils can recall key Gospel teachings and explain how they guide Christian behaviour. They are able to make connections between Jesus’ teachings and modern examples of faith in action, such as helping others, showing kindness, and working for justice. Pupils also reflect on their own values and behaviour, considering how Christian principles, such as love</p>	<p>SCIENCE INTENT</p> <p>SRG scientists in upper KS2 will be provided with opportunities to compare the 3 states of matter on a molecular level. The focus of this unit will be ‘working scientifically’ and the development of disciplinary knowledge alongside the development of vocabulary related to the topic. Pupils will be presented with questions to design fair tests, test accurately to create data on which to conclude and reflect.</p> <p>Lesson 1 - The 3 states of matter LQ - Can I explain the 3 states of matter on a molecular level and provide examples of each?</p> <p>Lesson 2 - What is the melting point? Designing an investigation to test the melting rates of ice under different conditions eg addition of different salt. Which would be best to use on the school paths? LQ - Can I design a fair test and identify the independent and dependent variables?</p> <p>Lesson 3 - Investigation time! LQ - Can I carry out an accurate investigation and create a data set for analysis?</p> <p>Lesson 4 - Data analysis and concluding LQ - Can I create a line graph and conclude my findings based on data and observations?</p> <p>Lesson 5 - Making ice cream LQ - Can I apply my understanding from prior lessons to make careful observations and draw conclusions from these?</p> <p>Lesson 6 - The water cycle LQ - Can I summarise the water cycle and make links to my prior understanding about the states of matter?</p> <p>IMPACT</p>	<p>COMPUTING</p>  <p>Computing will be covered in Summer term 1.</p>	<p>PHSE (Dreams and goals) INTENT</p> <p>This unit supports children to explore dreams, goals and aspirations. Pupils learn about jobs, careers, money and contribution to society, and reflect on how learning and education help them work towards their own ambitions. They also consider the dreams and goals of young people in other cultures and develop understanding of how communication, teamwork and support can help people achieve their aspirations.</p> <p>LQ: Can I identify what I would like my life to be like when I am grown up?</p> <p>LQ: Can I investigate different careers and appreciate the contributions made by people?</p> <p>LQ: Can I explore the opportunities that learning and education are giving me and the impact?</p> <p>LQ: Can I describe the dreams and goals of young people in a different culture and reflect on how these relate to my own?</p> <p>LQ: Can I explain how communicating with people from a different culture helps us learn from each other and identify ways we can support one another?</p> <p>LQ: Can I identify ways to support my peers to meet their aspirations locally and globally?</p> <p>IMPACT</p> <p>By the end of the unit, pupils can identify their own dreams and goals, explain what motivates them, and describe the steps needed to achieve their aspirations. They show</p>	<p>MFL INTENT</p> <p>To develop children’s confidence in understanding and speaking French by introducing and revisiting vocabulary related to weather, months and seasons. Children will learn new vocabulary to help them describe the weather, build on prior knowledge focusing on months of the year and identify the different seasons in French.</p> <p>Lesson 1: Can I describe the weather using new French vocabulary?</p> <p>Lesson 2: Can I build on my prior knowledge to describe the weather using simple sentences?</p> <p>Lesson 3: Can I revisit and recall the months of the year in French?</p> <p>Lesson 4: Can I understand the different seasons in French?</p> <p>Lesson 5: Can I revisit and apply the vocabulary and language structures taught this term?</p> <p>IMPACT</p> <p>Year 5 linguistics will be able to describe the weather using a range of French vocabulary and apply their prior knowledge with increased confidence. They will be able to name the months of the year, identify the seasons in French and recall key vocabulary accurately. Children will demonstrate improved listening and speaking skills.</p>

for others and living ethically, can shape life at school and in the wider community.	Upper KS2 scientists will be more competent in designing an investigation from a question starting point. They will use their understanding of the changing states of matter to explain the phenomena that they view every day within the weather and other natural occurrences. Pupils will gain confidence in creating graphs to show their findings. In addition to drawing conclusions from this (alongside analysis of their working methods) with the aim of improving accuracy in the future.		appreciation for different jobs and contributions to society, understand how to support others, and demonstrate teamwork and motivation to help young people in their own community and abroad achieve their goals.	
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<p>Music INTENT</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>LQ: Can I analyse orchestral music by listening carefully and describing how different instruments change the sound and feeling of the music?</p> <p>LQ: Can I appraise how lyrics affect the impact and meaning of music, including how they help us imagine the wonders of space? <i>Window- linking to the wonders of space</i></p> <p>LQ: Can I analyse and compare how different genres of music use musical elements to show emotions?</p> <p>LQ: Can I work as a creator and performer to collaboratively develop a whole-class musical performance?</p> <p>LQ: Can I perform our piece confidently on classroom instruments and reflect on what went well and what could be improved next time?</p> <p>IMPACT</p> <p>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>PE INTENT</p> <p>To develop children's control, strength and confidence in gymnastics through performing a range of controlled movements, balances, jumps and flight. Children will learn to perform actions safely, using correct body positions and techniques, while working both independently and with others. They will apply their skills to create and perform sequences using a range of apparatus.</p> <p>Lesson 1: Can I perform controlled forward and backward rolls and hold a strong straddle shape safely?</p> <p>Lesson 2: Can I work with a partner to create controlled counter balance and counter tension shapes safely?</p> <p>Lesson 3: Can I perform a range of controlled jumps, exploring different heights and landing safely?</p> <p>Lesson 4: Can I perform inverted movements with control, strength and safe body positions?</p> <p>Lesson 5: Can I use flight from my hands to travel confidently and safely over apparatus?</p> <p>Lesson 6: Can I work as part of a group to create and perform a gymnastics sequence using formations and apparatus?</p> <p>IMPACT</p> <p>Year 6 gymnasts will be able to perform a range of gymnastic movements with control, strength and increasing confidence. They will demonstrate safe use of body positions, balances, jumps and inverted movements, as well as controlled flight over apparatus. Children will be able to work collaboratively to create sequences.</p>	<p>Geography</p>  <p>Geography was covered in Autumn 2 and will be revisited in the Spring term 2.</p>	<p>History INTENT</p> <p>Historians in upper key stage 2 will investigate and critically analyse the impact that the Roman Empire had on shaping modern day Britain.</p> <p>Lesson 1- Can I present my understanding of the key dates throughout the Roman empire?</p> <p>Graphic organiser combining image and oracy to understand the key dates that shaped Roman Britain?</p> <p>Lesson 2- Can I review sources of evidence to comprehend why the Romans invaded?</p> <p>Presentation into the significance of the Roman invasion and reasoning for why they invaded.</p> <p>Lesson 3- Can I show the significance of a leading historical figure through research and presentation?</p> <p>A research task into the life of Boudicca- a Celtic Queen who revolted against the Romans.</p> <p>Lesson 4- Can I show oracy and comprehension to understand the importance of a key man made structure?</p> <p>An analysis of the construction of Hadrian's wall and how it helped to shape Great Britain.</p> <p>Lesson 5- Can I critically analyse the impact of the Roman invasion on Britain?</p>	<p>DT INTENT</p> <p>To be able to use creativity and problem-solving to make 3D Roman shields and explore Roman patterns and symbols.</p> <p>LQ: Can I analyse Roman shields and armour to identify shape, pattern, symbolism and purpose?</p> <p>LQ: Can I experiment with materials and solve problems to decide which are best for strength, texture and 3D form?</p> <p>LQ: Can I creatively design a Roman shield using symmetry, pattern and symbolism?</p> <p>LQ: Can I construct a stable 3D Roman shield by adapting techniques and materials as I work?</p> <p>LQ: Can I adapt and refine my design by layering textiles and collage materials to improve detail and impact?</p> <p>LQ: Can I evaluate my finished Roman shield and explain how successfully I used materials, techniques and symbolism?</p> <p>IMPACT</p> <p>Year 5 designers will develop their understanding of 3D form, textiles, and collage while exploring Roman shields, armour, and fashion. They will research historical designs and the work of Hannah Höch, learning how she used collage and layering to create striking images. They will experiment with materials and techniques to design and construct their own 3D Roman shields, developing skills in creativity, problem-solving, evaluating, and adapting. The unit encourages Year 5 designers to take risks, reflect on their ideas, and produce visually interesting outcomes that combine artistic skill, historical understanding, and inspiration from a pioneering artist.</p>

			<p>Presentation into the significance of the Roman invasion and what impact it had on shaping modern day Britain.</p> <p>Lesson 6- Can I review my learning for the block and present my knowledge?</p> <p>Pop lesson to show progress for topic.</p>	
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