YEAR: 5
TERM: Spring 2
TOPIC: Earth and Space

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

INTENT

In this unit, pupils explore the core Christian belief of Salvation, focusing on the question: What did Jesus do to save human beings? They examine the 'big story' of the Bible, understanding how Incarnation and Salvation fit within it. Through study of Gospel accounts of Jesus' death and resurrection, particularly in Mark, John and Luke, pupils consider how Christians interpret these events and their significance.

Lesson 1 - LQ: Can I explore how the concepts of Incarnation and Salvation fit into the Bible's 'big story'?

Lesson 2 - LQ: Can I investigate the concept of sacrifice and interpret its significance for Christians?

Lesson 3 - LQ: Can I examine how the Gospel of Mark describes Holy Week?

Lesson 4 - LQ: Can I explore the Stations of the Cross?

Lesson 5 - LQ: Can I investigate who was responsible for Jesus' death?

Lesson 6 - LQ: Can I examine why Jesus' sacrifice is important to Christians today?

IMPACT

By the end of this unit, pupils explain how Christians understand Jesus' death and resurrection as central to the concept of Salvation. They make clear links between biblical texts, theological language and Christian practice, including Holy Communion and Easter worship. They explore how Christians understand Jesus' death as a sacrifice and how belief in the resurrection shapes ideas of forgiveness and hope.

SCIENCE

INTENT

SRG scientists in upper KS2 will be provided with opportunities to plan fair tests, carry out practical investigations, draw line graphs -based on temperature change -and create conclusions (including reflections on their working methods) Children will be familiar with the vocabulary used to describe a material and why it may be chosen for certain purposes above others.

Lesson 1 - LQ - Can I use adventurous scientific vocabulary to describe the properties of materials?
Sorting and classifying materials by their properties. Are there multiple ways to do this?

Lesson 2 - LQ - Can I plan a fair test by considering the different variables and how these will be controlled?
Tea for the emperor - thermal insulation investigation - which material keeps it the warmest?

Lesson 3 - LQ - Can I carry out an accurate investigation with my plan in mind?
Do the investigation using cups of hot water wrapped in different materials.

Lesson 4 - LQ - Can I create a line graph to show my results and reflect on the reliability of these in determining what I can conclude?
Drawing line graphs and making detailed conclusions based on accuracy and working methods.

Lesson 5 - LQ - Can I explain the difference between reversible and irreversible change and provide examples?
Wow session - hands on!

MUSIC

INTENT

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.

LQ: Can I act as an Analyser to compare how musical elements are applied in pop music versus a musical overture?

LQ: Can I be an Appraiser and evaluate how Avant-Garde music differs from other 20th and 21st-century genres?

LQ: Can I become a Performer by demonstrating how chords and off-beat rhythms define the Reggae genre?

LQ: Can I be a Creator and use specific chord progressions to evoke emotion for a nature film sequence?

LQ: Can I perform my film composition and act as a Reflector to explain the inspirations behind my work?

IMPACT

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 identify what a chord is and how they can be used to create an effect. Throughout this half term Year 5 will be looking at the works of Hans Zimmer considering how he uses the interrelated dimensions of music to create emotional effects for pieces of film.

PHSE

'Healthy Me'

INTENT

Multiple opportunities each session to consider the mirror, windows and doors approach to learning.
Children develop an understanding of a 'healthy lifestyle' and gain knowledge on how to make appropriate choices in order to lead a healthy lifestyle.

Lesson 1- Can I make an informed decision about whether or not I choose to smoke and know how to resist pressure?

Lesson 2- Can I make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure?

Lesson 3- Can I identify how to stay calm in emergencies and what process to follow?

Lesson 4- 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?

Lesson 5- Can I understand and respect my body- knowing what the effect of eating disorders can have on it?

Lesson 6- Can I motivate myself to stay happy and healthy?

IMPACT

Children will have gained an understanding into the role that they play in their decision making towards their overall health and feel better equipped to make positive decisions in their future.

MFL

INTENT

To develop children's confidence in understanding and speaking French by revisiting numbers and applying them in real life context such as telling the time, discussing temperature and describing festivals. Children were built on prior knowledge to create longer spoken and written sentences developing their ability to communicate information clearly. They will also learn about French culture through festivals and seasonal vocabulary while improving their pronunciation and listening skills.

Lesson 1 - LQ: Can I revisit how to count from 1-30 in French?

Lesson 2 - LQ: Can I use numbers to give the temperature in French?

Lesson 3 - LQ: Can I talk about the weather forecast in French? Can I revisit the different compass points in French?

Lesson 4 - LQ: Can I create sentences describing the weather and the temperature in French?

Lesson 5 - LQ: Can I create a video broadcast of myself announcing the weather in French?

Lesson 6 - LQ: Can I learn about a famous kite festival in France?
Can I revisit the vocabulary covered this term and check my understanding using a quiz?

	IMPACT **Upper KS2 scientists will be more competent in designing an investigation from a question starting point. Children will build on their understanding of electrical conductors/insulators and the properties of magnets from previous learning.** **Pupils will be more independent in knowing the 'shape' of a whole investigation from the question through to the reflection on accuracy and working methods.**			**IMPACT** **Year 5 linguistics will be able to use numbers confidently to describe temperature and talk about the weather in French using simple sentences. They will demonstrate increased confidence in speaking and listening, applying accurate pronunciation and improved sentence structure when communicating information. Children will be able to present information verbally, showing developing fluency and expression. They will also demonstrate cultural awareness through learning about a French festival.**

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ART

Art will be covered in Summer term 1 and 2

PE

INTENT

To develop children's tennis skills through learning and applying forehand and backhand shots with increasing accuracy and control. Children will build on prior racket skills to return shots, serve consistently and apply volley techniques during rallies. They will develop tactical awareness by aiming into space and sustaining rallies, while demonstrating teamwork, resilience and good sportsmanship through competitive and cooperative activities.

Lesson 1 - LQ: Can I aim forehand and backhand shots at a target in a rally?

Lesson 2 - LQ: Can I return shots using forehand and backhand in a game?

Lesson 3 - LQ: Can I use forehand and backhand to hit into space during rallies?

Lesson 4 - LQ: Can I serve the ball consistently and apply tactics in games?

Lesson 5 - LQ: Can I develop and apply a volley shot in a rally situation?

Lesson 6 - LQ: Can I play a mini court tennis match using all my skills?

IMPACT

Year 5 tennis players will be able to apply forehand, backhand, serving and volley skills with increasing control and consistency during rallies and games. They will demonstrate the ability to aim into space, sustain longer rallies and use simple tactics to outplay an opponent. Children will show improved coordination, balance and agility, alongside an understanding of tennis rules and scoring. They will also demonstrate teamwork, resilience and good sportsmanship in both cooperative and competitive situations.

Geography

INTENT

A deep dive into developing map reading skills with independence- children in upper key stage 2 will combine this with critically analysing the cause and impact of earthquakes and volcanoes.

Lesson 1 - LQ: Can I access the legend on a map to understand the key symbols and their meanings through collaboration?

Lesson 2 - LQ: Can I begin to understand map reading and use coordinates to notice key features?

Lesson 3 - LQ: Can I show collaboration to design my own map with both natural and manmade features?

Lesson 4 - LQ: Can I show collaboration to design my own map with both natural and manmade features? (Continuation)

Lesson 5 - LQ: Can I develop an understanding for earthquakes and critically analyse the cause and effect?

Lesson 6 - LQ: Can I develop my knowledge from last week and make it applicable to volcanoes?

IMPACT

Children in upper key stage 2 will be confident at reading, plotting and recognising all features linked to maps and make this applicable to the formation of earthquakes and volcanoes.

History

History was covered in Spring 1 and will be revisited in the Summer term 2.

DT

INTENT

To be able to create a 3D relief assemblage that blends Roman mosaic patterns with Mike Kelley's "found object" style, mastering the skill of joining textiles and recycled junk to transform everyday items into art.

Lesson 1 -LQ: Can I be an Analyser to compare Roman mosaic motifs with Mike Kelley's assemblage art?

Lesson 2 - LQ: Can I be Creative in drawing a 3D plan for a mosaic that uses found objects and textiles?

Lesson 3 -LQ: Can I be an Adapter by experimenting with textile techniques like padding, knotting, and layering?

Lesson 4- LQ: Can I be a Problem Solver to securely fix different materials to a 3D base?

Lesson 5 - LQ: Can I be Creative in using color and texture to create a 'focal point' in my assemblage?

Lesson 6 -LQ: Can I be an Evaluator to discuss how my 'junk' mosaic changes the meaning of Roman luxury?

IMPACT

Year 5 designers will have mastered the ability to bridge ancient history with modern conceptual art by blending Roman patterns with Mike Kelley's assemblage style. Year 5 designers will demonstrate technical skill in creating 3D relief, expertly manipulating textiles and found objects to build depth and texture. Year 5 designers will be able to articulate how repurposed materials can replicate classical luxury, showing a deep understanding of material value. Year 5 designers will leave the unit as resourceful problem solvers, capable of selecting and applying the best methods to join disparate materials into a cohesive final product.