

<div>YEAR: 6</div> <div>TERM: Spring 2</div> <div>TOPIC: Earth and Space</div>		<div></div> <div>SIR ROBERT GEFERY'S SCHOOL</div> <div>A School for Enthusiasts</div>	<div>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.</div>	
<div>RE</div> <div>INTENT</div> <div>In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God’s kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. The unit aims for pupils to focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God’s Kingdom and should not get distracted by the temptations of the world.</div> <div>Lesson 1 - LQ: Can I explore how the concept of ‘Kingdom of God’ fits into the Bible’s ‘big story’?</div> <div>Lesson 2 - LQ: Can I explore who is invited into God’s kingdom in Jesus’ parables?</div> <div>Lesson 3 - LQ: Can I examine how important forgiveness is in God’s kingdom according to Jesus’ teachings?</div> <div>Lesson 4 - LQ: Can I explain how Christian Aid tries to make the world more like God’s Kingdom?</div> <div>Lesson 5 - LQ: : Can I investigate how Christians understand God’s Kingdom as both present now and part of their future hope?</div> <div>Lesson 6 - LQ: Can I describe the features of God’s kingdom and what kind of King Jesus is for Christians?</div> <div>IMPACT</div> <div>The impact of this unit is that pupils will spend time discussing what the</div>	<div>SCIENCE</div> <div>INTENT</div> <div>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.</div> <div>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?</div> <div>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?</div> <div>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.</div> <div>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.</div> <div>Lesson 5 - LQ - Can I explain the difference between reversible and irreversible change and provide examples? Wow session - hands on!</div> <div>IMPACT</div> <div>Upper KS2 scientists will be more competent in designing an investigation from a question starting point. Children will build on their understanding of</div>	<div>MUSIC</div> <div>INTENT</div> <div>To develop our performance skills and explore notation further using music technologies and tuned instruments.</div> <div>LQ: Can I act as an Appraiser to compare and contrast the performance styles of Disco and Romantic Classical music?</div> <div>LQ: Can I be an Analyser to identify the similarities and differences between Rock performance and Romantic Classical music?</div> <div>LQ: Can I be a Creator by using music technology to compose and notate an original melody over a Folk backing track?</div> <div>LQ: Can I act as a Performer and Reflector to explore the importance of music in another culture while developing my notation skills?</div> <div>IMPACT</div> <div>Year 6 musicians will be able appraise music across different genres and identify key features that define the performance of these. They will understand and make connections across different cultures, understanding the role music performance plays. They will continue to develop their understanding and use of music software to create compositions. Children will then work collaboratively to identify the best performance techniques for their chosen music and work together to create them. This unit takes the children further in their composition journeys, moving from simply creating music in a group to considering how they will record this music for future/ other musicians to use. Throughout this unit children will also be exploring the composer Johannes Brahms, considering his piece Hungarian DanceNo. 5 in G minor and how he has taken influences from other genres.</div>	<div>PHSE</div> <div>INTENT</div> <div>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 by creating a planned event.</div> <div>Lesson 1 - LQ - Can I explain why dreams and goals are important?How can we work towards these by stretching ourselves and being ambitious?</div> <div>Lesson 2 - LQ - Can I plot my steps to success? Totem Poles - using the idea from another culture to plot the steps for success to a goal in the Future.</div> <div>Lesson 3 - LQ - Can I summarise some of the difficulties facing the world? Discussions about how we might start to solve these problems and share dreams for the world as a Whole.</div> <div>Lesson 4 - LQ - Can I collaborate to complete a plan? Community Project - choose a local charity to support and plan how you will raise money.</div> <div>Lesson 5 - As last week</div> <div>Lesson 6 - LQ - Can I realistically evaluate the impact of my plan? Evaluate the experience. What went well? Counting the profit made. Organising the money for the charities chosen. Articles for the newsletter and website?</div> <div>IMPACT</div> <div>Children will understand the importance of having dreams and goals and that struggle and resilience in achieving these is</div>	<div>MFL</div> <div>INTENT</div> <div>To develop children’s confidence in understanding and speaking French by learning how to discuss television programmes, express opinions and talk about daily activities. Pupils will build on prior vocabulary and sentence structures to create longer spoken and written responses with increasing accuracy. They will also develop cultural awareness through learning about French music and will improve their pronunciation, listening and conversational skills.</div> <div>Lesson 1 - LQ: Can I learn how to say different TV programmes in French?</div> <div>Lesson 2 - LQ: Can I revisit how to say different TV programmes and give a simple opinion in French?</div> <div>Lesson 3 - LQ: Can I say when you do an activity in French?</div> <div>Lesson 4 - LQ: Can I create sentences about music and television using opinion?</div> <div>Lesson 5 - LQ: Can I learn about the French Festival of Music (La Fete de la Musique)?</div> <div>Lesson 6 - LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</div> <div>IMPACT</div> <div>Year 6 linguistics will be able to talk about television programmes, music and activities in French, expressing simple opinions using full sentences. They will demonstrate increased confidence and fluency in speaking and listening, applying accurate pronunciation and secure vocabulary knowledge. Pupils will show an understanding of basic grammatical structures and will be able to communicate information clearly in both spoken and written forms. They</div>

<p>parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live.</p> <p>Pupils will demonstrate an understanding that forgiveness and mercy is at the heart of what it is to live under God's rule. They will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world. Through this study, pupils will be able to articulate their own responses to the importance of love and service in the world today.</p>	<p>electrical conductors/insulators and the properties of magnets from previous learning.</p> <p>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.</p>		<p>paramount.</p> <p>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>will also demonstrate cultural awareness through learning about French music.</p>
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ART  Art will be covered in Summer term 1 and 2	PE INTENT <p>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.</p> <p>Lesson 1 - LQ: Can I aim forehand and backhand shots at a target in a rally?</p> <p>Lesson 2 - LQ: Can I return shots using forehand and backhand in a game?</p> <p>Lesson 3 - LQ: Can I use forehand and backhand to hit into space during rallies?</p> <p>Lesson 4 - LQ: Can I serve the ball consistently and apply tactics in games?</p> <p>Lesson 5 - LQ: Can I develop and apply a volley shot in a rally situation?</p> <p>Lesson 6 - LQ: Can I play a mini court tennis match using all my skills?</p> IMPACT <p>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.</p>	Geography INTENT <p>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.</p> <p>Lesson 1 - LQ: Can I access the legend on a map to understand the key symbols and their meanings through collaboration?</p> <p>Lesson 2 - LQ: Can I begin to understand map reading and use coordinates to notice key features?</p> <p>Lesson 3 - LQ: Can I show collaboration to design my own map with both natural and manmade features?</p> <p>Lesson 4 - LQ: Can I show collaboration to design my own map with both natural and manmade features? (Continuation)</p> <p>Lesson 5 - LQ: Can I develop an understanding for earthquakes and critically analyse the cause and effect?</p> <p>Lesson 6 - LQ: Can I develop my knowledge from last week and make it applicable to volcanoes?</p> IMPACT <p>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.</p>	History  History will be covered in Summer term 1 and 2	DT INTENT <p>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.</p> <p>Lesson 1 -LQ: Can I be an Analyser to compare Roman mosaic motifs with Mike Kelley's assemblage art?</p> <p>Lesson 2 - LQ: Can I be Creative in drawing a 3D plan for a mosaic that uses found objects and textiles?</p> <p>Lesson 3 -LQ: Can I be an Adapter by experimenting with textile techniques like padding, knotting, and layering?</p> <p>Lesson 4- LQ: Can I be a Problem Solver to securely fix different materials to a 3D base?</p> <p>Lesson 5 - LQ: Can I be Creative in using colour and texture to create a 'focal point' in my assemblage?</p> <p>Lesson 6 -LQ: Can I be an Evaluator to discuss how my 'junk' mosaic changes the meaning of Roman luxury?</p> IMPACT <p>Gemini said Year 6 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 6 designers will demonstrate technical skill in creating 3D relief, expertly manipulating textiles and found objects to build depth and texture. Year 6 designers will be able to articulate how repurposed materials can replicate classical luxury, showing a deep understanding of material value. Year 6 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.</p>