

<div>YEAR: 5</div> <div>TERM: Summer 1</div> <div>TOPIC: Staying alive</div>		<div></div> <div>SIR ROBERT GEFFERY'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>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</div> <div>LQ: Can I research how many Muslims and Mosques there are in Britain?</div> <div>LQ: Can I examine how the Five Pillars may influence the daily lives of Muslims?</div> <div>LQ: Can I explore why Zakah is important to Muslims and how is it practised?</div> <div>LQ: Can I explore why many Muslims go on pilgrimage?</div> <div>LQ: Can I reflect on what it means to be a Muslim in Britain today?</div> <div>IMPACT</div> <div>By the end of this unit, pupils will be able to identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an and describe how Muslim sources of authority guide daily living. They will make clear connections between belief and ibadah, including the Five Pillars, festivals and places of worship, and give examples of how Muslims live out values such as submission, obedience, generosity and self-control.</div> <div>Pupils will also be able to reflect on the lived experience of Muslims in Britain today, making thoughtful connections to their own worldviews and considering the value of these beliefs and practices in both religious and non-religious lives.</div>	<div>SCIENCE</div> <div>INTENT</div> <div>To learn the names of multiple important and smaller bones in the body and how they contribute to movement as part of the musculoskeletal system. Examine how this also links to other animals through the types of bones but also the structure of bones themselves in birds, sharks, snakes and animals with exoskeltons/ hydrostatic skeletons. Look at similarities and differences between these animals in detail. Select their own questions to investigate in terms of measuring bones and create line graphs/data linked to these for conclusion and analysis.</div> <div>Lesson 1 - LQ - Can I name multiple bones in the body and explain the structure of a human bone?</div> <div>Lesson 2 - Can I explain what happens when a broken bone heals and how genetic conditions can change bone strength? Look at diets for bone health.</div> <div>Lesson 3 - Can I compare and contrast human skeletons with those of other animals?</div> <div>Lesson 4 - Can I explain how the central nervous system works with bones and muscles to create movement? Also look at paralysis and how this is caused.</div> <div>Lesson 5 - Can I make observations about my own flexibility and reaction times by looking at data?</div> <div>IMPACT</div> <div>SRG scientists will be confident in naming bones within the human skeleton and linking this to an understanding of the CNS and how this creates movement and keeps us safe. Children will be aware of some genetic conditions linked to bones and how these can be passed on in families.</div> <div>Scientists will be ready to make links with the next topic on the cardiovascular system and the related movement within keeping healthy/ looking at diet to power movement.</div>	<div>COMPUTING</div> <div>INTENT</div> <div>This unit gives learners the opportunity to learn how a flat-file database can be used to organise data in records and how video can be used to communicate information. As they progress, learners use tools within a database to order, group, search, and answer questions about data, and create graphs and charts to help solve problems. They also begin an introduction to video, developing skills in capturing, editing, and manipulating video. Learners investigate how data is stored and used, and are supported to plan, create, and evaluate digital content.</div> <div>Can I explain how data is organised in a database?</div> <div>Can I explore how data can be grouped, sorted, and searched to answer questions?</div> <div>Can I interpret and present data to solve a real-life problem?</div> <div>Can I explore digital citizenship focussing on critical literacy and misinformation/disinformation?</div> <div>Can I explain how videos are used to communicate information?</div> <div>Can I use filming and editing skills to create a short video?</div> <div>Can I evaluate and improve my finished video?</div> <div>IMPACT</div> <div>By the end of this unit, learners will be able to organise, search, and interpret data using a flat-file database and present findings using graphs and charts. They will also understand how video can be used to communicate information and will have developed basic skills in capturing and editing video. Learners will demonstrate increased confidence in using digital tools to organise and present information, apply problem-solving skills when working with data, and begin to show creativity and technical understanding in video creation.</div> <div>They will also reflect on their learning across both data handling and video production.</div>	<div>PHSE</div> <div>(Relationships)</div> <div>INTENT</div> <div>Children develop an understanding of a 'healthy relationship online' - both with themselves and others and gain knowledge that will support them in being safe whilst participating in anything online.</div> <div>Lesson 1- Can I understand the term 'self-esteem' and develop tools to ensure I build on my own?</div> <div>Lesson 2- Can I understand online friendships/communities and know what to do if I feel unsafe or uncomfortable?</div> <div>Lesson 3- Can I recognise when an online platform becomes unsafe and know what to do?</div> <div>Lesson 5- Can I understand the balance of playing online and develop a plan to reduce screen time?</div> <div>Lesson 6- Can I recognise and resist pressures to use technology unsafely?</div> <div>IMPACT</div> <div>Children will have gained an understanding into the importance of safety online both in terms of their physical health and their overall safety and begin to develop strategies to limit the chances of them becoming unsafe.</div>	<div>MFL</div> <div>INTENT</div> <div>To develop children's understanding of the French-speaking world by building knowledge of countries, continents and geographical features. Children will learn to name a range of French-speaking countries and recognise that French is spoken globally. They will then develop their ability to identify continents and use simple sentence structures, including 'se situe', to describe where countries are located. Finally, children will apply this knowledge by using 'il y a' to describe the physical features of different places, supporting the development of speaking, listening, reading and early writing skills.</div> <div>Lesson 1 - LQ: Can I explore different countries that speak French?</div> <div>Lesson 2 - LQ: Can I learn the names of the different continents that use 'se situer' to say where a country is?</div> <div>Lesson 3 - LQ: Can I use 'il y a' to describe the landscape of a country/continent?</div> <div>Lesson 4 - LQ: Can I use 'il y a' correctly to describe the landscape of a country/continent?</div> <div>Lesson 5 - LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</div> <div>IMPACT</div> <div>Year 5 linguistics will be able to name a range of French-speaking countries and identify where they are in the world. They will describe locations using simple sentences and use'il y a' to describe basic landscape features, showing growing confidence and accuracy in spoken and written French.</div>	

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<p>Art</p>  <p>Art was covered in the autumn term and will be revisited in the summer term 2.</p>	<p>PE INTENT</p> <p>In this unit, children will refine and develop their athletic performance across sprinting, jumping, and throwing disciplines. They will focus on improving speed, control, technique, and accuracy, while learning how to adapt these skills in competitive contexts. Children will also explore the importance of teamwork, strength, and strategy through collaborative activities, building both physical and tactical understanding.</p> <p>Lesson 1 - LQ: Can I refine my sprinting technique to improve my speed and performance?</p> <p>Lesson 2 - LQ: Can I use technique and control to maximise my jumping distance and landing?</p> <p>Lesson 3 - LQ: Can I apply technique to improve both the distance and accuracy of my throws?</p> <p>Lesson 4 - LQ: Can I apply and adapt my skills to perform effectively in competitive athletics?</p> <p>Lesson 5 - LQ: Can I use teamwork, strength, and strategy to perform successfully in tug of war?</p> <p>IMPACT</p> <p>By the end of this unit, children will demonstrate improved performance and confidence in a range of athletic events, showing greater precision, control, and efficiency in their movements. They will be able to apply and adapt their skills in competitive situations, make effective decisions, and work collaboratively as part of a team. Children will also develop resilience, strategic thinking, and an appreciation of how technique and teamwork contribute to success.</p>	<p>Geography</p>  <p>History was covered in the autumn term and will be revisited in the summer term 2.</p>	<p>History INTENT</p> <p>To investigate and critically analyse both the developments and impact of medicine through time and to investigate the key personnel who helped to shape modern medicine.</p> <p>Lesson 1- Can I present and analyse the key dates of medicine through time in order to show chronology?</p> <p>Lesson 2- Can I investigate and present the creator of the vaccine through collaboration?</p> <p>Lesson 3- Can I critically analyse the impact of medicine through time and show reflection for its significance?</p> <p>Lesson 4- Can I research the impact of a key historical personnel and how it shaped Britain?</p> <p>Lesson 5- Can I review modern medicine and reflect on the impact it has on society?</p> <p>IMPACT</p> <p>Children will have a deeper understanding on how medicine has developed through time and be able to make key historical links to which individuals helped shape this.</p>	<p>DT INTENT</p> <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. (cont. From Spring 2)</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 color 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> <p>IMPACT</p> <p>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.</p>