

YEAR: 6
TERM: Summer 1
TOPIC: Staying alive



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	SCIENCE INTENT	Computing INTENT	PHSE INTENT	MFL INTENT
<p>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.</p> <p>LQ: Can I research how many Muslims and Mosques there are in Britain?</p> <p>LQ: Can I examine how the Five Pillars may influence the daily lives of Muslims?</p> <p>LQ: Can I explore why Zakah is important to Muslims and how is it practised?</p> <p>LQ: Can I explore why many Muslims go on pilgrimage?</p> <p>LQ: Can I reflect on what it means to be a Muslim in Britain today?</p>	<p>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 exoskeletons/ 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.</p> <p>Lesson 1 - LQ - Can I name multiple bones in the body and explain the structure of a human bone?</p> <p>Lesson 2 - Can I explain what happens when a broken bone heals and how genetic conditions can change bone strength?</p> <p>Lesson 3 - Can I compare and contrast human skeletons with those of other animals?</p> <p>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.</p> <p>Lesson 5 - Can I make observations about my own flexibility and reaction times by looking at data?</p>	<p>The intent of this Year 6 programming unit is to consolidate and deepen pupils' understanding of the four key programming constructs: sequence, repetition, selection, and variables. Pupils will apply prior learning from Years 3-6 within a new but familiar programming environment, while working with a physical computing device (micro:bit). Through a structured sequence of lessons, pupils will move from creating and testing a simple program, to developing increasingly complex projects that integrate inputs, processes, and outputs. The unit emphasises design, algorithmic thinking, and program flow, enabling pupils to independently plan, build, test, and debug a purposeful outcome.</p> <p>LQ: Can I explore a new programming environment and create a simple program using sequence on a micro:bit?</p> <p>LQ: Can I examine how selection (if, then, else) controls the flow of a program and apply it in a project?</p> <p>LQ: Can I explore digital citizenship with a focus on misinformation/disinformation and critical literacy?</p> <p>LQ: Can I investigate how variables and inputs (e.g. buttons and sensors) can be used to update and control a program?</p> <p>LQ: Can I analyse how conditions and program flow (including order and operands) affect outcomes in a program?</p> <p>LQ: Can I design and create a project that combines sequence, repetition, selection, and variables to solve a problem using a micro:bit?</p>	<p>INTENT</p> <p>Children to broaden and deepen their understanding of positive relationships and how these may appear. Recognising stages in relationships including bereavement and the grief cycle.</p> <p>Session 1- LQ - Can I explain what mental health is and why it is so important?</p> <p>Session 2- LQ - Can I explain how to look after my own mental health and that of others?</p> <p>Session 3- LQ - Can I explain what bereavement is and how grief can sometimes be seen as a cycle?</p> <p>Session 4- LQ - Can I explain ways to stand up for myself and others in a relationship?</p> <p>Session 5 - LQ - Can I recognise a safe and respectful relationship, both in the real world and online?</p> <p>IMPACT</p> <p>Children will be able to utilise this learning in everyday life to maintain positive mental well-being through healthy, nurturing and supportive relationships with others.</p>	<p>To develop children's confidence in understanding and speaking French by focusing on school subjects and expressing opinions. Children will learn to ask and answer questions about what they study at school, describe which subjects they like and dislike, and give simple reasons for their opinions. The sequence of lessons designed to develop vocabulary, speaking and listening skills, before moving into reading and short written sentences, allowing children to communicate about familiar topics with increasing accuracy.</p> <p>Lesson 1 - LQ: Can I recognise the different school subjects in French?</p> <p>Lesson 2 - LQ: Can I say what I study at school in French?</p> <p>Lesson 3 - LQ: Can I say which subject I like and don't like in French?</p> <p>Lesson 4 - LQ: Can I say what subjects I like and don't like and say why in French?</p> <p>Lesson 5 - LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</p> <p>IMPACT</p> <p>Year 6 linguistics will be able to say which subjects they like or dislike and give simple reasons in French, using familiar vocabulary and sentence structures. They will show improved confidence in speaking and listening, as well as the ability to write short, accurate sentences. By the end of the unit. Children will demonstrate good pronunciation, recall of key vocabulary, and a clear understanding of how to express opinions in French.</p>
<p>IMPACT</p> <p>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</p>	<p>IMPACT</p> <p>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. Scientists will be ready to make links with the next topic on the</p>	<p>IMPACT</p> <p>By the end of the unit, pupils will be able to confidently combine sequence, repetition, selection, and variables to create functional programs on a micro:bit. They will demonstrate the ability to</p>		

<p>out values such as submission, obedience, generosity and self-control. 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.</p>	<p>cardiovascular system and the related movement within keeping healthy/ looking at diet to power movement.</p>	<p>design algorithms, apply logical reasoning, and debug programs effectively. Pupils will understand how to use physical inputs and sensors to influence program behaviour and will independently create a fully functioning project (step counter). This ensures pupils leave KS2 as competent and creative programmers, prepared for the next stage of computing education.</p>		
--	--	--	--	--

YEAR: 6 TERM: Summer 1 TOPIC: Staying alive		 SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i>	<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 align="center">ART INTENT</p> <p>To develop a project pack around a chosen artist to show a mastery of skills.</p> <p>LQ: Can I create an artist research resource exploring colour, pattern and technique?</p> <p>LQ: Can I create an instructional piece explaining a technique from an artist?</p> <p>LQ: Can I create a step by step guide explaining how to create a base for a piece of art inspired by an artist?</p> <p>LQ: Can I create a step by step guide explaining how to finish/ embellish a piece of art inspired by an artist?</p> <p align="center">IMPACT</p> <p>Year 6 artists will develop their art leadership skills by revisiting a chosen artist. They will create resources showing the key features demonstrated by the chosen artists. This demonstrates a mastery of knowledge. The packs will then be sent to our sister school for children to access the learning. Children will also develop their oracy and explanation skills through these activities.</p>	<p align="center">PE INTENT</p> <p>In this unit, children will refine and develop their athletic performance across sprinting, jumping, and throwing disciplines, focusing on improving speed, control, technique, and accuracy. They will apply these skills in both individual and team-based contexts, including tug of war. Children will also begin to develop leadership skills by working collaboratively to design and lead a sports day activity, building confidence in communication, organisation, and teamwork.</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 use teamwork, strength, and strategy to perform successfully in tug of war?</p> <p>Lesson 5 - LQ: Can I work collaboratively to design and lead an effective sports day activity (Sports Leadership)?</p> <p align="center">IMPACT</p> <p>By the end of this unit, children will demonstrate improved technique and performance in a range of athletic activities, with increased accuracy, control, and efficiency. They will be able to apply their skills effectively in both individual and team settings, showing resilience and strategic thinking. Children will also show emerging leadership qualities, including the ability to plan, organise, and lead an activity, working collaboratively to support and engage others.</p>	<p align="center">Geography</p> 	<p align="center">History</p> <p align="center">History</p> <p align="center">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 align="center">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 align="center">DT</p> 