

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

History (Autumn 1 and 2)

Intent: to learn about Africa in the past and present, with a particular focus on Benin. We will trace the development of the slave trade and explore Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.

Hooks from old learning: Long ago, how have we changed since we were a baby, ancient Egyptians (3/4).

Lesson	Sequence of Learning
1	<p>Introduce topic question: what</p> <p>Cold Task quiz: Sticky Knowledge for History– what do we already know about Africa?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</p> <p>WALT: use abstract terms to express historical ideas and information.</p> <p>What does the vocabulary mean? Use vocab cards in groups, define and explain each term they already know. Use internet sources/ dictionaries to match vocab and definitions they do not know. Check and display correct matches on class display.</p>
2	<p>WALT: understand what Africa was like in the past.</p> <p>Recap on learning from the previous lesson. Ask the questions 'Did you find out anything about Africa's history while doing your research?' and 'Do you have any knowledge of what Africa was like in the past?' After gathering children's initial thoughts, share the ppt to introduce them to the richness and diversity of ancient African civilisations. After exploring the ppt, provide groups of children with the African kingdoms and empires sorting cards and an A3 copy of the African kingdoms and empires recording sheet. Invite each group to explore the sorting cards and complete the missing information in the table. Talk about the children's findings and ask them to use the African kingdoms and empires answer sheet to check their answers. Use the questions and answers in the African kingdoms and empires teacher information to lead a class discussion about their findings.</p>
3/4	<p>WALT: explore the history of the Kingdom of Benin and identify how the British Empire colonisation led to the beginning of the slave trade.</p> <p>Recap what the children learned about different African kingdoms and empires in the last session and tell them that they will now study the Kingdom of Benin in more detail. Share Kingdom of Benin question sheet and the Kingdom of Benin knowledge organiser. Split the questions between the children and use the text, quotes and pictures in the knowledge organiser, as well as other sources of information if available, to find the answers. Share answers and discuss what sources the children used to find their answers. Discuss the Benin Bronzes and why the Portuguese traders were significant. Introduce the historical narrative of Portugal and Spain's interest in Africa, and to give a context for the beginning of the slave trade. Invite the children to ask questions and discuss their initial thoughts. Encourage them to consider the answers to different questions, such as 'Why were Portugal and Spain so interested in Africa? What was the initial relationship like between Spain, Portugal and Africa? Record answers in history books.</p>
5	<p>WALT: understand Britain's role in the Maafa.</p> <p>Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. Discuss history and chronology of African civilisations – use timeline to recap and support children's visualisation.</p> <p>Reignite: what was Britain's role in the Maafa?</p> <p>Ask the children to think back to the definition of the word <i>maafa</i> and discuss its meaning. Encourage them to read the Britain's role in the Maafa information sheet, focusing on the varied causes of the growth of the slave trade, the hierarchy of involvement and the devastating human consequences. After reading, ask the children to work in pairs to discuss and then complete the Britain's role in the Maafa recording sheet. Invite them to share their answers with the larger group and use the Britain's role in the Maafa answer sheet to consolidate their understanding.</p>
6	<p>WALT: understand the historical narrative of the triangular slave trade.</p> <p>Read the Triangular slave trade presentation with the children. After sharing the presentation, allow time to discuss the content with the children, helping them to ask and answer questions. Focus the children's attention on the three stages of the slave trade and discuss what happened in each stage. Using the Triangular slave trade information sheet to support their thinking, ask the children to plan and present a detailed narrative about the slave trade. Encourage the children to reflect upon their work, sharing it with a partner to compare and then making any necessary amendments.</p>

7	<p>WALT: describe how the resistance of enslaved African people impacted and affected_____</p> <p>Explore how enslaved African people resisted. Use the ppt. to inform the children of the extent of rebellion at every point of enslavement by the African people. Allow time to discuss the information with the children and consider the impact of these actions.</p> <p>Encourage the children to find out more by reading the Resistance, revolt and refusal information pack and answering the questions provided. To summarise, children should be asked to express a view on how successful these acts of rebellion were and what difference they made, in both the short and the long term.</p>
8	<p>WALT: describe the cause and consequence of the abolition of slavery.</p> <p>Introduce the enquiry question ‘What actions and events led to the abolition of slavery?’ Explain that the children will use a timeline to find out the answer. Hand out the Abolition of slavery timeline sorting cards to individual children and ask them to sort themselves into chronological order to create a human timeline around the classroom. Explain that the timeline gives an overview of some of the key actions and events that led to the eventual abolition of slavery in 1833. Explore the timeline together and ask different groups of children to step forward to show how the actions of religious groups (orange dates), revolts (red dates), abolitionists (green dates) and economic considerations (blue dates) all affected the campaign for the abolition of slavery. Ask the children to use what they have learned to write a summary paragraph to answer the enquiry question and encourage them to share their work at the end of the session.</p>
9	<p>WALT: use sources to reflect on the impact of the abolition of slavery.</p> <p>Ask the children, ‘What do you think happened after the abolition of the slave trade?’ Listen to and discuss the children’s answers. Play the Life after abolition podcast, and provide copies of the Life after abolition podcast audio transcript for the children to follow as they listen if needed. Invite the children to fill in the Life after abolition recording sheet. Review the children’s choices at the end of the task, playing the podcast again if necessary to address misconceptions. Discuss what actually happened after abolition and encourage the children to compare the true events to their thoughts and ideas. Ask the children to explain any aspects that they found surprising or unfair or that fit their own ideas. At the end of the session, play the Dramatised viewpoints audio, and provide copies of the Dramatised viewpoints audio transcript, to consolidate their understanding of the effects of the abolition of slavery on different people during the 19th century.</p>
10	<p>WALT: identify and discuss the causes and consequences of colonisation in Africa.</p> <p>Listen to and read the Colonisation of Africa ppt. Lead a discussion, focusing on the causes and consequences of colonisation, before asking the children to use the information to write an explanation that answers the enquiry question, ‘What was colonisation and how did this affect the lives of African people?’ Children can use the Colonisation of Africa writing frame to structure their work.</p>
11-12	<p>WALT: articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Discuss the positive impact of black Britons today and in the past. Introduce and discuss key information about significant individuals and ask children to share their initial thoughts about the achievements of the significant individuals. Have they heard of any of them before? Do they know of more?</p> <p>Identify who inspires the children. Research project to compile a report about their achievements and the impact they have had on Britain today.</p>
END OF TOPIC	<p>Final Findings – share research reports about significant individuals and publish.</p> <p>Add ‘wow work’ to corridor display to showcase.</p> <p>Hot Task quiz: Sticky Knowledge – questions linked to learning over the term. Children to discuss answers and draw on their historical understanding and ‘sticky knowledge’ content to support them when answering the questions.</p>

Subject Composite: end of unit assessment to showcase learning and understanding of the European slave trade and the impact on life on today.

Impact: the children will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will have an understanding of how the people of Britain benefited from the money and goods produced by the slave trade and the causes and consequences of the abolition of slavery in the 19th century. They will explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.

Hooks for new learning: Britian at war (an aspect of British history beyond 1066).

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Wolf Rock Class (Y5/6)

Sequence of Lessons

Science (Autumn 1)

Intent: The children will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts, carrying out research to answer their own questions. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods.

Hooks from old learning: human survival (Y1/2), Animal nutrition and the skeletal system (Y3/4).

Lesson	Sequence of Learning
1	<p>Cold Task: what do you know about the circulatory system?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>Key question: what is the role of the circulatory system and how do we maintain good health?</p> <p>WALT: know the structure of the circulatory system.</p> <p>Recap children's prior knowledge of bodily systems using scientific diagrams and bodily systems video. Then, explore circulatory system through diagrams and identify main parts. Give children time to list at least 6 research questions they would like to answer about the role of the circulatory system. Then, give children time to research and answer questions using scientific vocabulary from knowledge organiser and key vocab shared at the start of the lesson.</p>
2	<p>WALT: name and describe the purpose of the heart.</p> <p>Explore heart dissection (external source) and identify major blood vessels (aorta, vena cava). Discuss and work out how blood flows through the heart by pouring coloured liquid into the vessels, one at a time, and noting which vessel the coloured liquid appears out of. As the children work, ask questions to help them explore the heart, such as 'How do the blood vessels entering and leaving the heart look and feel? How thick and tough are they?'. Reveal the internal features, including the atria, ventricles, valves and the cordlike chordae tendineae (tendinous cords known as heart strings). Take lots of photographs of the hearts during dissection and ask children to label and annotate a photograph as a record of their learning. Video – structure and function of the heart.</p>
3	<p>WALT: name and describe the function of blood in the circulatory system.</p> <p>Recall previous learning about circulatory system and role/ purpose of the heart. Explain that they will now learn about the components and functions of blood. Provide the children with the How to make a representative blood sample instructions and the practical resources required and ask them to make a representation of a separated blood sample. When the mixture has settled, invite the children to observe and draw a labelled diagram of their representative blood sample in their science books. As a group, identify questions that children would like to know the answer to e.g. why are there four main components of blood? What is the role of plasma?</p> <p>Use information sources to answer as many questions – children to record answers in books over a single page spread and to include diagrams.</p>
4	<p>WALT: describe the functions of blood vessels.</p> <p>Revisit circulatory system and ask children to name different parts. Identify main functions and then focus on blood vessels. Name three main types of blood vessels. Ask children to describe structure and function of each type of blood vessel and draw and label each type in their science books.</p>
5	<p>WALT: make systematic observations to measure the rate of our heartbeat.</p> <p>Recap the role of the heart in the circulatory system, then ask, 'How can we feel our heartbeat and measure our resting heart rate?' Listen to the children's suggestions, then explain that they will try various methods of measuring their resting heart rate, some manual and some using special equipment. Discuss different methods that children will use and then provide time to measure their own heartrate using each approach. Record data in a table, calculating bpm. Discuss different results as a group.</p>
6/7	<p>WALT: plan and carry out an investigation to identify how exercise affects our heartrate.</p> <p>Review and reignite lesson – what do we know so far?</p> <p>Explore hypothesis that 'children with lower resting heart rates can sprint faster than those with higher resting heart rates'. Discuss and ask how they could prove or disprove it by collecting data. Carry out investigation – model recording data on a scatter graph.</p> <p>Part 2: Then, recap why we need exercise and the benefits. Explain that the children will investigate which type of exercise increases their heart rate the most by planning and carrying out a fair, comparative test. Share effect of different exercises on heart rate information and model how to plan and carry out their tests fairly and record their results accurately.</p>

Subject Composite:

Impact: children will be able to name and identify the role and function of the main parts of the human circulatory system. They will also have a greater awareness of the importance of exercise for maintaining a healthy heart and lifestyle.

Hooks for future learning: respiratory system,

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Sequence of Lessons

Art (Autumn 1)

Intent: to develop knowledge of colour theory and landscapes.

Hooks from old learning: (YR-4) tints, tones and shades.

Lesson	Sequence of Learning
1	<p>WALT: use knowledge of colour and colour theory to create art.</p> <p>Recap learning of colours and how to create tints and shades. Pose questions about different landscapes. Use hand lenses to explore different artwork. Then, work carefully to create colours in their sketchbooks. Model annotating to describe each colour and overall effects in the painting.</p>
2 - 3	<p>WALT: create landscape art with or without typical perspective.</p> <p>Explore different techniques used to create landscape artwork. Discuss different techniques and model. Give children practical resources and opportunities to sketch different ideas for a landscape composition. Pause and look at each other's together. Record in sketchbooks.</p>
4 - 5	<p>WALT: create landscape art with or without typical perspective.</p> <p>Explain that the children will use their landscape sketch as a basis for a landscape painting. Discuss how to plan a palette that uses a range of colours, tints, shades and tones. Watch painting landscape video for inspiration. Encourage use of horizon and perspective in their work.</p>
6	<p>WALT: adapt and refine my own artwork in light of constructive feedback and reflection.</p> <p>Display children's work – give feedback using 2 stars and a wish.</p>

Subject Composite: Create a piece of landscape art to be displayed as a class gallery.

Impact: Children have an increased understanding of colour theory, having explored mixing tints, shades and tones. They will know features of landscapes to create their own landscape paintings.

Hooks for new learning:

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Wolf Rock Class (Y5/6)

Sequence of Lessons

Art (Autumn 2)

Intent: Trailblazers and barrier breakers – the children will explore significant black artists and their work, and have opportunities to analyse and create artwork inspired by them.

Hooks from old learning: (YR-4)

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: explore the work of significant black artists.</p> <p>Explain that the timeline shows several significant black artists and invite the children to find out more about each artist by reading the Trailblazers information pack. Challenge the children to choose the artist that they find most interesting and search online for the significant work mentioned in the information pack, as well as other examples of their work. Challenge the children to gather a selection of images of the artist's work to create a digital mood board.</p>
2	<p>WALT: Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Invite children to delve more deeply into the composition and meaning of two pieces of artwork that were introduced in the previous lesson. Ask the children which two pieces of artwork they want to explore more deeply, and give out the appropriate Significant artwork information sheets. Discuss thoughts and ideas as a group and write a short paragraph to make comparisons in sketchbooks.</p>
3	<p>WALT: Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Display the images in the Significant artwork picture cards, which should now be familiar to the children. Invite the children to name the works and artists and share any comments that they have about them. Choose one artwork to focus on and model how to select and answer a selection of the questions on one of the Art analysis cut outs about the work. Organise the children into groups and give each group a picture from the Significant artwork picture cards and a set of Art analysis cut outs. Challenge the children to choose questions and answer them about the work, recording their responses in their sketchbooks. Gather together to compare responses and draw out any common themes of the artworks.</p>
4	<p>WALT: explore the significance of artwork by Chris Olifi and use elements to create my own artwork.</p> <p>Share information about Chris Olifi and discuss. Highlight the messages Ofili gives through his work about black culture and history. Encourage the children to give their own thoughts and opinions about Ofili's work, especially the work <i>'No Woman, No Cry'</i>. Invite the children to create a pastiche of <i>'No Woman, No Cry'</i> in their sketchbooks using drawing, painting or art software and annotate with their thoughts and feelings about its messages.</p>
5	<p>WALT: Create innovative art that has personal, historic or conceptual meaning.</p> <p>Ask the children to reflect on their learning from this project and the project, Maafa. What do they think is the power of art in addressing important cultural or social issues? Invite the children to choose a social, cultural or personal issue to explore in a piece of their own artwork, beginning by exploring ideas in their sketchbook. Invite them to talk through their ideas with a partner or adult before creating their final piece. Allow them to choose the most appropriate materials for the task. Allow time for the children to develop their compositions, guiding them on ways to improve their work as it progresses.</p>
6	<p>WALT: Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>Encourage the children to write an exhibition plaque to display alongside their work. Ask them to consider giving it a thoughtful title and use their plaque to explain to the viewer their intentions and key messages. Create gallery of artwork to display for parents.</p>

Subject Composite: class gallery of artwork with personal, historic or conceptual meaning.

Impact: the children will draw links between their learning in history and of significant artists to create their own artwork that reflects on their work.

Hooks for new learning:

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Sequence of Lessons

Design and Technology (Autumn)

Intent: children will learn about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.

Hooks from old learning: Eat well balanced diet (Y3/4)

Lesson	Sequence of Learning
1	<p>WALT: analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Recap on the importance of a healthy lifestyle and the role of a healthy, balanced diet. Give the children a selection of processed food packaging and ask them to choose six different products. Encourage each child to complete the Processed food recording sheet to compare their chosen products. Discuss their findings and answers to the questions on the sheet. Ask the children for their thoughts on whether any processed foods have a place in a healthy, balanced diet.</p>
2	<p>WALT: Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.</p> <p>Recap on the use of processed foods and explain that they will compare a processed product with a homemade version. Show the children a shop-bought, processed, wholemeal loaf of bread. Look at the packaging and encourage the children to record their observations on the Comparing processed and homemade bread recording sheet. Explain that they will now make a homemade loaf of wholemeal bread so that they can make comparisons. Read the Wholemeal bread recipe together. Demonstrate and explain the techniques and discuss the use of yeast, kneading and proving. Invite groups of children to follow the recipe to make a loaf of wholemeal bread. While the bread is proving, encourage the children to record the ingredients and use by date of the homemade loaf on their Comparing processed and homemade bread recording sheet. When baked and cooled, ask the children to explore the loaves' taste and texture and make comparisons. Encourage them to complete their recording sheet with their observations and use the information gathered to answer the questions.</p>
3	<p>WALT: explain how organic produce is grown.</p> <p>Discuss the benefits of whole foods and the differences between whole foods and processed foods. Tell the children that they will be using whole foods to make a homemade pasta sauce. Invite groups of children to follow the recipes to make the sauce, then taste and record findings.</p>
4	<p>WALT: plan a healthy daily diet, justifying why each meal contributes towards a balanced diet.</p> <p>Explain to the children that they will be designing a day's menu for an 11-year-old child using the knowledge they have learned about healthy eating and food. Use the variety of different recipes as examples and inspiration that the children can use.</p>
5/6	<p>WALT: follow a recipe that requires a variety of techniques and source the necessary ingredients independently to create a healthy meal.</p> <p>Review plans and carefully gather the equipment and ingredients they will need. Recap on the health and safety advice for working in a kitchen. Ask the children to follow their planned recipe to prepare and cook their meals. Once all the meals are made, take photographs and encourage the children to taste and evaluate their creations.</p>

Subject Composite: healthy meal canapes for open afternoon with parents.

Impact: Children know the difference between processed and unprocessed foods and what constitutes a healthy meal. They will have prepared and made their own healthy snacks/ meals in groups.

Hooks for new learning:

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

Computing (purple mash)

Intent: coding – to develop coding skills using PRIMM – predict, run, investigate, modify, make. Children will explore different codes and identify what commands have been used for what intended outcome. They will apply their knowledge to create their own program on Purple Mash.

Hooks from old learning: (YR) workspace area on purple mash, Coding units (1-5).

Lesson	Sequence of Learning
1 & 2	<p>WALT: design a playable game with a timer and score.</p> <p>Review coding vocab via coding quiz. Identify any gaps in knowledge and address.</p> <p>Outline importance of planning games that they will create the code for. Use 'splatty bug' to demonstrate this. Model use of 'my time' button to show how much time is left in the game. Use 'Free code gorilla' to begin to create programs using steps outlined in ppt.</p> <p>Part 2 - Give time to complete program plans if not fully completed. Use 'Free code gorilla' to create programs using their plans. Remind children of success criteria.</p> <p>Display programs after children have handed them in and peer assess. Discuss any challenges and then recap vocabulary from beginning of lesson 1.</p> <ul style="list-style-type: none"> • Children can plan a program which includes a timer and a score. • Children can follow their plans to create a program. • Children can debug when things do not run as expected.
3	<p>WALT: use functions and understand why they are useful.</p> <p>Review vocabulary – discuss new vocab and definitions.</p> <p>Discuss functions and ask children to recall where they have used functions before.</p> <p>Children to follow functions to-do as a guided lesson.</p> <p>Model using functions by inserting turtle object and editing attribute tables. Review program code for this function together and discuss process. Children to then create their own functions in their 2Dos. Review as a class and identify any that need debugging.</p> <ul style="list-style-type: none"> • Children can create a program that makes use of functions. • Children can create a program that uses multiple functions with the code arranged in tabs. • Children can explain how their code executes when their program is run.
4	<p>WALT: use flowcharts to test and debug a program.</p> <p>Review vocabulary.</p> <p>Model use of 'Billy's bedroom flowchart' to represent different procedures. Children to use printed copy to create quick sketch of what could be in the room. Discuss differences between children's drawings and simulation in 2Code. Run the code, identify switches between day and night. Model debugging and check if the code is correct for the simulation.</p> <p>Task: interpret flowcharts debugging existing code to get the rest of the devices in the room working. Some objects need procedures as they do not have a flowchart.</p> <p>Discuss outcomes and review vocab.</p> <ul style="list-style-type: none"> • Children can follow flowcharts to create and debug code. • Children can create flowcharts for procedures. • Children can be creative with the way they code to generate novel visual effects.
5	<p>WALT: understand how 'user input' can be used in a program.</p> <p>Review vocab and introduce 'user input' example code.</p> <p>Give children time to use 'get input' and 'prompt for input' command in Free code gorilla.</p> <ul style="list-style-type: none"> • Children can code programs that take text input from the user and use this in the program. • Children can attribute variables to user input. • Children are aware of the need to code for all possibilities when using user input.
6	<p>WALT: understand how 2Code can be used to make a text-based adventure game.</p> <p>Follow text adventure 2Do – ask children to sketch a map as they are playing. Discuss how the maps are varied between each group and then discuss how the map is useful when solving a game.</p> <p>Model applying different coding commands that the children have learned this half-term. Give children time to complete individually before sharing via IWB.</p> <ul style="list-style-type: none"> • Children can follow through the code of how a text adventure can be programmed in 2Code. • Children can design their own text-based adventure game based on one they have played. • Children can adapt an existing text adventure so it reflects their own ideas.

Subject Composite:

Impact: Children will know a variety of different concepts to apply to their own program. They will have increased confidence with solving problems when becoming stuck with their code through reading through different code and adapting it.

Hooks for new learning: computing skills.

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Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

RE (Autumn 1) Gospel: how do Christians live? What would Jesus do?

Intent: pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.

Hooks from old learning: Gospel (YR-4)

Lesson	Sequence of Learning
1	<p>Make sense of belief: where do Christians find out about what Jesus did? WALT: know where Christians find out about what Jesus did and how he wanted his followers to live. Find out prior knowledge within concept of God – what do Christians believe the good news Jesus brings is? Whose example of living do Christians try to follow? How were Jesus' first followers and how did he call them? Explore 4 gospels. Explain that it is believed they were written by Matthew, Mark, Luke and John. Explore differences between the teachings. In small groups, create mind map of what they already know about how Jesus wanted his followers to act. Make links between teachings and parables they have studied over time. Read Matthew 22:36-40. discuss most important commandments and ask pupils to work in pairs to list at least four actions they would expect if someone was trying to love God and love their neighbour. Introduce WWJD (what would Jesus do?) discuss why followers of Jesus might want to be reminded of this in their daily lives.</p>
2	<p>Make sense of belief: why do Christians think it is wise to follow Jesus' teachings? WALT: reflect on why Christians think it is wise to follow Jesus' teachings. Recap prior lesson using sticky knowledge slides (gospel writers, Jesus' great commandments). Look at images that represent parables they have studied (unforgiving servant, prodigal son, the good Samaritan). Discuss why Jesus used short, memorable stories featuring everyday people and objects. Give pupils a printed out copy of Matthew 7:24-27 – the parable of the wise and foolish builders (e.g. www.biblegateway.com/passage/?search=Matthew+7%3A24-27&version=NCV) Read through the text together and encourage pupils to annotate the meanings of unfamiliar vocabulary or key teaching points. Ask pupils to discuss the answers to the following questions: • What is the story about? • Why do you think that Jesus told this story? • What did the wise and foolish builders learn? • What do you think the story teaches Christians today. Give pupils the text investigation sheet (resource sheet 1) and encourage them to work independently, working back through the text, interpreting it and answering the questions. Bring the class back together and ask them if a vicar, priest or pastor was trying to tell a church what Jesus was trying to teach people today through this story, what might they say? Give pupils sticky notes and ask them to work with a partner to plan out some notes for the leader in church to use.</p>
3	<p>Make sense of belief: what was Jesus' sermon on the mount about? WALT: reflect on why Christians celebrate and thank God during harvest. Recap sticky knowledge. Explain that for Christians, their neighbours are everyone, particularly those people in need. Remind pupils that Jesus sometimes taught his people how to act by telling them directly (like this example) or through parables and stories. One of Jesus' most famous direct teachings was the Sermon on the Mount, a collection of sayings and interpretations of earlier Jewish teachings. Explain that a sermon is a talk whereby the person speaking tells others about God and how they should live their lives. Remind pupils that this still happens in churches today. Explain that in Jesus' time, people would gather from miles around to hear what he had to say. During the Sermon on the Mount, Jesus told people how God wanted them to act. STEP 3: Using Bible Gateway, show pupils Matthew 5-7 and explain that this sermon is recorded but it is very long. Give pupils a copy of 2B.5 Gospel Resource Sheet 1 – Things that Jesus said on the Sermon on the Mount (from Understanding Christianity, included in your resources). Read through these teachings as a class, unpick the meanings and discuss what these teachings might have meant for people at Jesus' time and what they might mean today. Ask pupils to choose some that might be easy to follow, and some that are difficult – perhaps even impossible. Encourage pupils to work in pairs and to pick out two teachings that they think are the most important for Christians today. Give pupils sticky notes and encourage them to share why they chose these two teachings.</p>
4	<p>Understand the impact: how do some Christians follow Jesus' example in caring for those in need? WALT: know how some Christians follow Jesus' example in caring for those in need. Recap sticky knowledge using ppt. then, sticky knowledge question in books: Ask pupils to work in pairs to discuss the following questions: • What was the Sermon on the Mount all about? • Which teachings do they think are the most important for Christians today and why? • What must people have been doing if Jesus thought they needed to hear these commands and teachings? • List some examples of how Christians might apply some of these teachings to their lives today. Discuss how most Christians believe Jesus came for everyone. Show a selection of pictures showing people in need. Ask pupils to suggest 3 things Jesus would do in those situations. Give pupils some statistics about Christians helping people in need (see ppt). Ask them to look at the statistics carefully, looking up words they don't know. Ask them to use the data to find out how these Christians have followed some of Jesus' teaching and example by caring for people in need. See if pupils can connect any of the statements from the Sermon on the Mount to the actions shown in the statistics.</p>

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Make connections: how do some Christians follow Jesus' example in caring for those in need?

WALT: know how some Christians follow Jesus' example in caring for those in need.

Recap sticky knowledge quiz slides.

Discuss what they do when they are unwell. Discuss what it would have been like to get unwell in Jesus' time. Explain that in Jesus' time, people were often afraid of illnesses, and this led to people within society being isolated and avoided. Talk to pupils about leprosy. Share some information about this disease, what it can do if left untreated and that today there are medicines that can treat this. Explain that in Jesus' time, people with this disease were avoided and kept away from society. Jesus shocked people by caring for these people, speaking to them, spending time with them and healing them. Ask pupils why they think that this behaviour would have been shocking at the time. Ask pupils how Jesus' actions might inspire Christians today.

Give pupils a relevant link* and encourage them to work in pairs to research the work of this charity to find out how people there try to live in a Christ-like way [About The Leprosy Mission](#).

Bring the class back together and discuss what pupils have researched. How do the people and founders at Leprosy Mission, live out following what Jesus would do? Watch a video ** and ask pupils to fill out the research sheet, focusing on how the charity follows what Jesus would do. Give pupils a postcard template and ask them to write a postcard of thanks to the charity linking their thanks and thoughts to the topic's focus on asking 'what would Jesus do?' and living in a Christlike way. [ReWave UK V2.16x9 VO1 \(youtube.com\)](#)

6

Expression: how far do Jesus' teachings and actions inspire others?

WALT: reflect on my learning and explain how Jesus' teachings and actions inspire others.

Recap the unit with pupils. Ask them to list some of the teachings and actions of Jesus about how to treat other people. Discuss the different types of teaching that Jesus used (direct, through parables and through other stories), and talk about how these help Jesus followers today to know how to act. STEP 2: Use the sticky knowledge quiz slides to recap pupils' learning and the key knowledge within the unit. STEP 3: Invite pupils to consider the value and importance of being generous with time and money and giving to or working for a charity. This unit has looked at Christian responses to human need, but people within other religious and non-religious traditions also work to heal and bring justice. Pupils in pairs or small groups could research some outline information about some of the big charities that do this (e.g. Islamic Relief, Tzedek, Go Dharma, Karuna Trust, WaterAid, Oxfam, Khalsa Aid, Comic Relief, Doctors Without Borders). Ask pupils what they would be prepared to do to support and help people in need. STEP 4: Hold a class discussion focusing on the following question: 'Jesus' actions and teachings are not only relevant for Christians today: his example can inspire others too.' Explore how far pupils agree or disagree with the statement and their reasons.

Subject Composite: class discussion/ debate to reflect on 'Jesus' actions and teachings are not only relevant for Christians today: his example can inspire others too.' and how much they agree/ disagree with this.

Impact: children will be able to give examples of how Jesus' teachings are used by Christians in their lives today. They will be able to reflect on different types of teaching that Jesus used and the impact that these had.

Hooks for new learning: Why do Christians believe that Jesus was the new Messiah? For Christians, what kind of king was Jesus?

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

RE (Autumn 2)

Intent: In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

Hooks from old learning:

Lesson	Sequence of Learning
1	<p>Make sense of belief: what was going on that meant the People of God needed a saviour?</p> <p>Introduce big question for this unit. Explain messiah means 'the anointed one' and refers to a rescuer or saviour sent by God. Talk about what we mean by the word 'saviour', and what kind of saviour might be needed in different circumstances. Briefly talk as a class about what sort of person would be needed to help in different situations: • If your school wants to take Y5/Y6 away for a residential • If you are being bullied • If a mum can't find a job and is increasingly worried about feeding her children • If the boss of a large company won't promote employees who are from different faiths Discuss the sorts of qualities a person might need to solve each situation – who might help out or 'save' the situation? STEP 3: Revisit the 'big story' of the Bible, showing the narrative from creation, the Fall and the people of God. Ask them to recall the account of the Fall (Genesis 3) and say what they remember about Adam and Eve's actions and the consequences. Recall that where Genesis 1 and 2 show closeness between God and people, people and each other, and people and the natural world, Genesis 3 gives an account of a rupture, (the 'Fall'), where sin and disobedience cause a division between people and God, between people and each other, and between people and the environment. Humans can't sort this out themselves, most Christians believe, and so need a rescuer. The Old Testament story suggests that a people will have a special relationship with God to draw everyone back to closeness with the Creator, healing the damage done by people's disobedience.</p> <p>Ask pupils to think about what kind of rescuer or saviour ('Messiah' – 'anointed one') people might be looking for. In groups ask them to list the qualities of someone who might free the people of God from occupation, bring them into a close relationship with God again, and draw all other people back to God too.</p>
2	<p>Make sense of belief: what kind of rescuer/ Messiah were people expecting?</p> <p>Recap sticky knowledge from last lesson. Discuss with pupils: why did God's people need a rescuer? (There is an historical answer: the people's land was under foreign invaders, and a theological one: people were separated from God by sin and disobedience.) Explain to pupils that before Jesus was born, the Old Testament prophets (messengers from God) made many predictions about what the Messiah would be like, where he would be born and what would happen to him. STEP 3: Ask pupils to become investigators to find out what kind of Messiah people were expecting. Use the Bible verses from two of these prophets, Micah and Isaiah, on Resource sheet</p> <p>: Ask pupils to create a wanted poster or radio advert based on these expectations. Ensure there is a link to each of the Messianic expectations e.g. Wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth Bethlehem etc. STEP 5: Ask pupils to suggest why the first Christians would have recognised Jesus as the Messiah. Create a class list of how Jesus' birth and life (linking back to previous units) could point to him being the Messiah. Give the pupils the title 'Could it be Jesus?' Ask them to write a persuasive paragraph explaining why a Christian might believe the prophecies point towards Jesus being the Messiah.</p>
3	<p>Understand the impact: why do Christians believe Jesus fulfils the expectations of the Messiah?</p> <p>Recap sticky knowledge and key vocab, including expectations of the Messiah.</p> <p>Talk about the expectations of the Messiah, written in the books of the Prophets. The early Jewish followers of Jesus began to connect Jesus with the expectations of the Messiah. Pupils are going to continue their investigation into why Christians see Jesus as the promised Messiah. STEP 3: Explain that pupils are going to read an account of Jesus' birth from Matthew's Gospel. Give pupils Resource 2. Get pupil investigators to look for and highlight some of the evidence in the texts that led the early Jesus followers to believe that Jesus fulfilled some of the expectations of the Messiah. Read through the text as a class and encourage pupils to highlight and annotate any unfamiliar vocabulary or phrasing. Ask pupils to work in pairs to identify where in the text events match the expectations set out by Micah and Isaiah. Ask them to label the expectation and highlight where Matthew suggests it is fulfilled. Set up Hot-seating activity imagining some early witnesses (Mary and Joseph) are available for interviews. Ask pupils to come up with four questions that they would like to ask Mary and Joseph about the events on the night Jesus was born and the prophecies/ expectations. Ask pupils to leave space after they have written their questions in their books so that they can write down what Mary and Joseph say.</p>
4	<p>Why do most Christians believe Jesus is the Messiah?</p> <p>Recap sticky knowledge. Focus on why the people were waiting for the Messiah.</p> <p>Note that Christians began to claim that Jesus was not just any rescuer – but that Jesus was God incarnate – God 'in the flesh'. The claim is that there is no one better to be able to heal the rift between God and humanity than God incarnate, Jesus. Recall/learn that key term: incarnation. STEP 3: Explain that this week, they are going to be putting all of these elements together to share their knowledge in a newspaper report. Explain that pupils will be pretending to be news reporters in Bethlehem the night of Jesus' birth reporting on whether this new baby really was the Messiah, or even God's Son, God incarnate. Discuss what they will need to include and how they can show their understanding of the texts that they have studied, connecting to the expectations of the Messiah they included in their 'wanted!' posters. Give pupils time to write their newspaper reports. STEP 4: At the end of the lesson, bring the class back together and reflect on how this unit explores the idea of Jesus as the Messiah, saviour, rescuer of the people of God, and for Christians – of all people. Christmas is the celebration of this – note that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. Ask pupils to suggest ways in which Christmas does reflect this belief.</p>

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Make connections: how does Christmas fit in with Christian beliefs about Jesus?

Recap unit so far using sticky knowledge.

Explain that in this lesson pupils will think about what Christmas means for Christians today. Give pupils a piece of A5 paper, ask them to draw a large but simple Christmas shape (stocking, snowman, Christmas tree etc) ask them to quickly write down as many words as they can think of to do with Christmas. When they have finished, ask pupils to count up the number of words linked with religion and those that are secular. Talk about which group has the most words in it and why they think this is the case. Discuss whether they think Christmas today is more of a religious or non-religious celebration? STEP 3: Use some sociological data. Speculate about how many people celebrate Christmas in this country – choose from 100%, 90%, 75%, 50% or 25%. Talk about why. Reveal the results: 2016 Survey of 2022 adults showed that 91% of the population celebrate Christmas*. Ask pupils what they expect most people do at Christmas by ranking the following suggestions from most to least: • Exchange gifts • Get together with family • Get together with friends • Go to church • Go to parties • Pray • Put up a Christmas tree • Reflect on the birth of Jesus. Share the results and talk about pupils' responses.

Show pupils a shop Christmas advert** to see if pupils can see any evidence of the idea of Jesus as Messiah or rescuer in the video. Talk about why they think this is. STEP 5: Contrast this with a Christian advert*** and talk about the difference between the two adverts. Discuss ways in which the second one connects with a Christian message. Discuss with pupils about whether they think Christmas is really a Christian celebration or a secular, nonreligious one. Ask it they think it should be only for Christian or for all people and why. STEP 6: Investigate some Christian advertising campaigns to put across the 'true meaning' of Christmas as being about God sending a 'Saviour'****. Talk about what message they are putting across, and whether they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people. Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of Messiah and incarnation.

[002 Dr Sams Campaign Disillusionment 16x9 \(youtube.com\)](#)

[Christmas Appeal 2019: Ranjita's Story \(youtube.com\)](#)

6

Subject composite – why do Christians believe that Jesus was the Messiah?

Recap last week's lesson with pupils. Discuss together whether they think that Christmas has become more of a non-religious than a religious celebration, and whether that matters. If it matters, to whom does it matter and why? (Clearly a majority of those celebrating Christmas are not doing it as part of a Christian celebration of the incarnation. Some might say that the spirit of generosity, hospitality and gift-giving is also the spirit of Christmas, even if it does not directly acknowledge Jesus as God.) STEP 2: If you have time, explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters*, or Urban Outreach's 'Christmas Dinner on Jesus' programme ** STEP 3: Use the sticky knowledge quiz to work back through pupil's learning within the topic. Once they have finished, pupils to complete the assessment sheet.

[Christmas Dinner on Jesus \(youtube.com\)](#)

[Christian Aid Charity Gifts](#)

Subject Composite: children to create their own Christmas advert based on their learning from within this unit, reflecting on why Christians believe that Jesus was the Messiah.

Impact: children will have a greater understanding of how 'incarnation' fits into the bigger picture in the Bible, making links to Jesus' birth and Christian beliefs.

Hooks for new learning: For Christians, what kind of king was Jesus?

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

PSHE (Autumn 1) Being me in my world following jigsaw planning.

Intent: The children will learn how to identify and express any fears or worries they may have about the future, the universal rights which are made to protect all children, how everyone has the right to learn, how their choices can affect other people, how to work well with others, and, the positive benefits to democracy and having a voice.

Hooks from old learning: (YR-4) being me in my world.

Lesson	Sequence of Learning
1	My year ahead WALT: I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
2	Being a global citizen. WALT: I know that there are universal rights for all children but for many children these rights are not met.
3	Being a global citizen (2). WALT: I understand that my actions affect other people locally and globally.
4	The learning charter. WALT: I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
5	Our learning charter. WALT: I understand how an individual's behaviour can impact on a group.
6	Owning our learning charter. WALT: I understand how democracy and having a voice benefits the school community.

Subject Composite: our own learning charter with examples.

Impact: Children will know that their actions have consequences, and they will understand the concept of a learning charter to support their work together over the academic year. They will understand how their choices may affect others in the local community, understand how empathising with others could influence choices that people make, and, reflect on how they can ensure that everyone's voice can be heard.

Hooks for new learning: being me in my world.

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

PSHE (Autumn 2) Celebrating differences following Jigsaw planning.

Intent: The children will learn about different perceptions of what people think being 'normal' means, what it might be like to be different, power and controlling behaviour, different types of bullying and people with disabilities.

Hooks from old learning: (YR-4) celebrating differences.

Lesson	Sequence of Learning
1	WALT: understand there are different perceptions about what normal means.
2	WALT: understand how being different could affect someone's life.
3	WALT: can explain some of the ways in which one person or a group can have power over another.
4	WALT: know some of the reasons why people use bullying behaviours.
5	WALT: give examples of people with disabilities who lead amazing lives.
6	WALT: explain ways in which difference can be a source of conflict and a cause for celebration.

Subject Composite: freeze frame narrative of different scenarios where conflict is overcome and differences are celebrated.

Impact: children will understand the importance of celebrating differences and will give examples of how different cultures, beliefs or lifestyles cause conflict or celebration as well as how we can show empathy to others.

Hooks for new learning:

Maafa

Autumn Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

Music charanga – Happy

listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music

Intent: Children will learn how to improvise and compose their own short peice of music within a rap.

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: listen to and begin to learn a new song: 'Happy'.</p> <ul style="list-style-type: none"> • Listen to and appraise a new genre of music. • Identify key themes in the song • Vocal warm ups • Start to learn the song 'Happy'.
2	<p>WALT: Sing the song and play instrumental parts within the song.</p> <p>Revise and consolidate the song from last week.</p> <ul style="list-style-type: none"> • Listen to: Top of the world by The Carpenters. • Warm-up Games • Flexible Games (optional) • Sing the song: Happy • Play instrumental parts
3	<p>WALT: improvise with instruments and/or our voices within the song.</p> <ul style="list-style-type: none"> • Listen to: Don't worry be happy by Bobby McFerrin. • Warm-up Games • Sing the song: Happy • Play instrumental parts • Improvise using our voices
4	<p>WALT: use what I know to compose my own instrumental part for the song.</p> <ul style="list-style-type: none"> • Listen to: Walking on sunshine by Katrina and the Waves. • Warm-up Games • Sing the song: Happy • Play instrumental parts • Compose own instrumental part for the song.
5	<p>WALT: play my own composition within the song.</p> <ul style="list-style-type: none"> • Listen to: When you're smiling by Frank Sinatra. • Warm-up Games • Sing the song: Happy • Play instrumental parts • Improvise option • Play your composition(s) within the song
6	<p>WALT: prepare and perform the</p> <ul style="list-style-type: none"> • Listen to: Love will save the day by Brendan Reilly. • Warm-up Games • Sing the song: Hey you • Play instrumental parts • Play your composition(s) within the song

Subject Composite: group end of unit performance to the class including the children's own compositions within the song.

Impact: Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Hooks for new learning: