

Dynamic Dynasties

Autumn 2 Year A

Wolf Rock Class (Y5/6)

Sequence of Lessons: History

History - Dynamic dynasties

Intent: Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Hooks from old learning:

Year 1/2: Monarchs Year 3/4: Romans – ancient civilisation

Skills and Knowledge Components Focus Year 5/6:

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Skill: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

Sticky Knowledge:

China is the longest lasting civilisation.

Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

Key Vocabulary:

Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy.

Subject Composite:

Children will create

Hooks for new learning (Y5/6):

Future learning focussed on civilised society and how humans have thrived only when the civilisations create factors like law, order and justice.

Sequence of learning

Lesson	Sequence of Learning
1	WALT: sequence and make connections between world history, focussing on the Shang dynasty. Play the children the Ancient China video. After watching, ask the children to sort the History of ancient China sorting cards into a timeline of ancient China, using their knowledge of BC and AD dates. Ask the children to use the information on the timeline to answer the questions on the History of ancient China question sheet. At the end of the session, mark the children's timelines and answers and explain that, in this project, they will be exploring the history of ancient China.
2	WALT: use historical sources to build a picture of what life was like in Ancient China. Share the Dig at Yinxu podcast audio and provide copies of the Dig at Yinxu podcast audio transcript for the children to follow as they listen if needed. Use these to introduce the children to the significance of the nine-year archaeological dig, which proved the existence of the Shang Dynasty. After listening, allow time for the children to discuss the information and ask and answer questions. Explain that they are going to work in archaeological teams to analyse pieces of evidence from the dig and to draw some initial conclusions about life in the Shang Dynasty. Summary questions: 'What did the evidence tell you about the people of the Shang Dynasty? Do you think that the Shang Dynasty was an advanced civilisation? Why was the dig at Yinxu so significant?'
3	WALT: explore how the Bronze Age spanned more than one dynasty and use historical artefacts to understand the significance of the Chinese Bronze Age. Remind the children of the bronze objects that were found at the dig in Yinxu. Explain that the Bronze Age in ancient China spanned the Shang and Zhou Dynasties. Ask the children to look at the artefacts and read the information on the Chinese Bronze Age picture cards to understand the history, significance and process of making bronze objects. Explain that the children will be writing a knowledge organiser about the Chinese Bronze Age using online research. Give the children the Chinese Bronze Age knowledge organiser template and encourage them to use the links provided to help them gather notes and images under the different headings. At the end of the session, ask the children to discuss the question 'Why was bronze significant in the Shang Dynasty?' Encourage them to use their research to answer.
4	WALT: Describe the significance, impact and legacy of power in ancient civilisations. Explain to the children that they are going to take a deep dive into power in the Shang Dynasty. Play the Power video and ask the children to discuss the information and identify aspects of their lives that are affected by power. Show the children the Shang Dynasty hierarchy diagram and discuss which people were powerful and which were powerless. Talk about the effects that this distribution of power would have had on society and the everyday lives of the people in the Shang Dynasty.
5	WALT: understand what everyday life was like for different members of society in Ancient China Recap power and social hierarchy from the previous lesson, and explain that everyday life in the Shang Dynasty was different for each person due to their position in society.

6	WALT: understand warfare through enquiry Share the enquiry question ‘Why were the people in the Shang Dynasty such successful warriors?’ Listen to the Shang Dynasty warfare podcast audio and ask the children to begin to consider the enquiry question. Provide the children with the Shang Dynasty warfare podcast transcript and Warfare artefacts picture cards. Encourage them to use the evidence from the podcast and picture cards to write an answer to the enquiry question, using headings, such as social structure, weapons, bronze, chariots, wealth and leadership, to structure their arguments. At the end of the session, ask the children to share their answer to the question with a small group. Did everyone come to the same conclusion?
7	WALT: understand the significance of individuals in Ancient China Show the children the Fu Hao picture card, which shows the modern statue that stands outside her tomb. Ask the children to think of historically valid questions, inspired by the image, about the life and power of Fu Hao.
8	WALT: understand the factors which led to the end of the Shang Dynasty Share the enquiry question, ‘How did the actions of the last king lead to the downfall of the Shang Dynasty?’ then ask the children to read the Evidence from the records information sheet to find out about the reign of the last king, Di Xin, who was also known as the Zhou (tyrant).

Subject composite: children will learn that the ancient Chinese civilisations were among the first ancient civilisation on Earth. They will learn about how they affected the development of the world today, and their legacies.

Impact: to give children an understanding of how the development of the Chinese civilisations impacted future civilisations and how they relate to today’s modern world.

Dynamic Dynasties

Autumn 1 Year A

Wolf Rock Class (Y5/6)

Sequence of Lessons: Science

Evolution and inheritance

Intent: This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.

Hooks from old learning:

Skills and Knowledge Components Focus, Year 5/6

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Sequence of learning

Lesson	Sequence of Learning
1	WALT: understand how fossils are formed. Use the fossilization process images (In lesson one resources) and matching descriptors to order the sequence of events for fossilization to occur.
2	WALT: understand how fossils are formed. Use the evidence from the fossil record to compare and contrast fossilised flat fish and ferns with their living relatives. Relate evolution to the efficiency of each organism. Why is the living relative a more advanced organism than that of its fossilised predecessor?
3	WALT: distinguish between evolution and adaptation Adaptation: any change in the structure or behaviour of a species which helps it to become better fitted to survive and reproduce in its environment. Explain how over the years, many animals have ADAPTED to their environments to successfully continue living. Discuss evolution too and clarify meaning. Evolution is defined as the process of growth and development or the theory that organisms have grown and developed from past organisms. An example of evolution is how mobile phones have changed over time. PEPPERED MOTH INVESTIGATION – to showcase exactly how adaptation promotes evolution.
4	WALT: identify significant scientists from the past and their contributions to scientific thinking Introduce the names Mary Anning and Charles Darwin - have they heard of them? Short 15-minute research session using iPads/laptops – take feedback – why were they important? Guide children to respond with explaining the significance of these two people's contributions. Discussion – why did some people not agree with their theories? Children to complete Scientist Fact Study sheet explaining the significance of one of these scientists.
5	WALT: identify animal adaptations in the rainforest. identify how each of the following organisms has adapted to life in the rainforest environment and explain how these adaptations help them survive.

Subject Composite: The children will handle fossils, recognise the events surrounding the fossilisation process and understand how scientists' discoveries in the 19th Century impacted the scientific thinking of the time.

Impact: the children will be able to recognise how adaptation and evolution are necessary scientific processes to promote the survival of the fittest in a species, and how we still see these in practice now.

Dynamic Dynasties
Autumn 1 Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: Science

Evolution and inheritance

Intent: This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.

Hooks from old learning:

Skills and Knowledge Components Focus, Year 5/6

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Sequence of learning

Lesson	Sequence of Learning
6	WALT: identify inherited characteristics Q: What does 'evolution' mean? Q: What does 'inheritance' mean? Q: Do these words have different meanings in different contexts? Inheritance is when something is passed on to the next generation. E.g., eye colour, skin-colour, height etc. Explain to the children that when living things produce offspring – reproduce – they pass on characteristics to their offspring.
7	WALT: identify how adaptation has allowed one species to evolve Best Beak adaptation in birds. Consider how the shape of birds' beaks is directly related to their diet. Compare the toucan to the finch. What happens if food sources are sparse – how does the species adapt?
8	WALT: identify examples of animal adaptations Darwin's Finches: https://www.youtube.com/watch?v=s64Y8sVYfFY Show pictures of different birds – can you match the bird to the food just by looking at how the beak has evolved? Ask questions – what happens if a food source disappears? E.g. A certain type of berry/seed? Birds will need to adapt or become extinct. Share conclusions and relate to Charles Darwin's voyage and discoveries in Galapagos.
9	WALT: Identify how adaptation can have disadvantages. Determine the advantages and possible disadvantages for adaptive traits in a variety of organisms. Raise the question: do humans have any disadvantages as a result of their evolution?
10	WALT: identify evidence for human evolution Identify similarities and differences between the physical appearance and skeletal structure of Australopithecus Afarensis (2-3 million years old) and modern-day humans. Pay close attention to anatomy and skeletal structure – especially skulls.

Subject Composite: The children will handle fossils, recognise the events surrounding the fossilisation process and understand how scientists' discoveries in the 19th Century impacted the scientific thinking of the time.

Impact: the children will be able to recognise how adaptation and evolution are necessary scientific processes to promote the survival of the fittest in a species, and how we still see these in practice now.

Dynamic Dynasties
Autumn 1 Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: RE

RE - What does it mean if God is Holy and loving?

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Hooks from old learning:

EYFS: Christmas celebrates Jesus's birth.

Y1/2: Why does Easter matter to Christians?

Y3/4: What is it like for someone to follow God?

What kind of world did Jesus want?

Skills and Knowledge Components Focus

Year 5/6:

Make sense of belief:

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms

Understand the impact:

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
- Show how Christians put their beliefs into practice in worship

Make connections:

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Sticky Knowledge:

Determine the difference between God being holy and God being loving.

Lesson	Sequence of Learning
1	WALT: identify how Christians view God WALT: explore our own views and ideas about a leader Success Criteria: Can identify Christians' characteristics of a God. Can compare their own characteristics of a God to the identified characteristics by Christians.
2	WALT: explore Christian views of God. WALT: respect a range of viewpoints Success criteria: Can identify the purpose of the Bible. Can find key words and ideas in the Bible that identify Christian's views of God. Can compare their own views of a God to the identified views of Christians.
3	WALT: analyse Christian hymns WALT: consider the impact of music in our lives Success Criteria: Can identify the difference between the terms holiness and love. Can identify themes within hymns that link to God's holiness and love. Can identify key words and ideas within Christian hymns.
4	WALT: identify the significance of cathedrals in Christianity WALT: appreciate the importance of buildings around us. Success Criteria: Can look at how Cathedrals and churches differ and understand why Cathedrals were built. Can consider how Cathedrals are used to symbolise the qualities of God Can identify key aspects of a Cathedral
5	WALT: explore Christian 'rules' WALT: identify rules that guide us in life. Success Criteria Can explain how Christians follow rules from God. Can consider what rules we have in society and their purpose. Can compare 'humanist' rules to Christian rules and create our own.

Subject Composite: Children will be able to communicate why cathedrals exist: their purpose; why they were built.

Impact: to enable the children to recognise the significance of religious architecture for previous generations of Christians in history.

Dynamic Dynasties
Autumn 2 Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: RE

RE - What does it mean to be a Muslim in Britain today?

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Hooks from old learning:

EYFS: Celebrating Jesus as God's son.

Y1/2: Unit 1.6 Who is Muslim and how do they live?

Y3/4: Unit L2.9 How do festivals and worship show what matters to a Muslim?

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)

Understand the impact:

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Sticky Knowledge:

Determine how Muslims live their lives and why, identifying the five pillars of their faith and their expectations for their lives.

Sequence of learning

Lesson	Sequence of Learning
1	What helps you through the journey of life? What helps Muslims through the journey of life? WALT: describe and understand the five pillars of Islam. Success Criteria: Identify key moments in a typical person's life and suggest strengths people will need to endure possible hardships they may encounter.
2	What is a key belief of Muslims? How does this affect their life? WALT: describe the key beliefs of Muslims and how they affect their lives. Success criteria: Determine why the words of the shahadah are so important to Muslim life.
3	Why does prayer matter to Muslims? WALT: think of reasons why some people pray regularly. Success Criteria: Understand why Muslims pray five times a day and why it is so crucial to their life on Earth.
4	How is charity important to Muslims? How is charity important to you? WALT: describe the pillar of Zakah and explain who money is given away to and why. Success Criteria: Identify why the pillar of Zakah promotes care and concern within the Muslim communities to help others.
5	Why do Muslims fast? WALT: describe reasons for the practise of fasting in Islam. Success Criteria Children will learn how fasting helps Muslims concentrate the mind on what it means to be a Muslim and obey the commands of their god Allah.
6	Why do Muslims want to go on a pilgrimage? WALT: describe what happens on pilgrimage to Mecca. Success Criteria Children will understand how a once-in-a-lifetime pilgrimage is the desire of all Muslims.

Subject Composite: Children will see how many Muslim beliefs are similar to Christian ones.

Impact: Children will understand about a different religion and its traditions/culture and how Muslims live through their beliefs.

Dynamic Dynasties

Autumn 1 Year A

Wolf Rock Class (Y5/6)

Sequence of Lessons: Geography

Geography - Investigating our world

Intent: In Geography, children will locate the major cities of the UK and topographical features such as hills, mountains and coasts. Children will explore and locate worldwide countries and their environmental regions. Children will compare key physical and human geography characteristics and compare to a region in the UK.

Hooks from old learning: EYFS: Year 1/2: Year 3/4:

Skills and Knowledge Components Focus

Year 5/6:

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Sticky Knowledge:

Key Vocabulary: Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relative locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork

Hooks for new learning (Y5/6): Future geography topics focussed on human geography and its effect on the natural world.

Lesson	Sequence of Learning
1	WALT: identify features of OS maps Ask the children to recall what they know about maps, encouraging them to describe how to use compass directions, keys and grid references to locate features. Organise the children into small groups and give each group an Ordnance Survey (OS) Explorer map of the local area with a 1:25,000 scale. Follow the guidance below to help the children explore the map and key. After a period of collective exploration, provide the children with the Ordnance Survey map recording sheet, which will prompt them to answer questions and write a description of the local area using the information they have found out from the map. Encourage the children to share their work at the end of the lesson, highlighting where children have used the scale, compass directions and key to help them write their descriptions
2	WALT: understand time zones Show the children the Time zones video on BBC Bitesize to introduce the children to time zones. Talk about the video, including why Earth has time zones, and address any misconceptions, if necessary. Show the Time zones presentation to explain how time zones are calculated. Use the information to prompt discussion and questioning and encourage the children to calculate time zones worldwide. To consolidate their understanding, ask children to work in pairs to complete the Time zones question sheet using the Time zones map to help. At the end of the session, mark the children's work collectively.
3	WALT: understand climate zones Share the Climate zones, vegetation belts and biomes presentation with the children. Discuss the definitions carefully and ensure that children understand the link between the three terms. Explain that they will learn more about climate zones in this lesson. Ask the children what they already know about climate zones from previous learning, encouraging them to use the names polar, temperate, Mediterranean, desert and tropical.
4	WALT: understand vegetation belts Revisit the Climate zones, vegetation belts and biomes presentation and explain that they will now learn about vegetation belts. Give pairs of children a copy of the Vegetation belts information sheet. Encourage them to look at the map first, identifying similarities with the Climate zone map, and then ask them to read the information to find out about plants that grow in the vegetation belts. To consolidate their knowledge, give the children access to computers and the Vegetation belts drag and drop template.
5	WALT: understand biomes Ask the children to recap their knowledge of climate zones and vegetation belts and ensure the children understand the definition of the word 'biome'. Display the Biomes map to identify the locations of the five major biomes. Ask the children if they can see any similarities and differences between the names of the vegetation belts and the biomes highlighting that four are the same and one is different.

Subject Composite: Children will visit the Eden Project to consolidate their learning about biomes/vegetation belts/climate zones and the threat of deforestation

Impact: The children will understand the significance of the World's rainforests and their crucial role in supporting life (and human life) on Earth. They will understand how deforestation is the principal threat to global warming and extinction for many creatures and plants.

Dynamic Dynasties
Autumn 1 Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: D&T

Design and Technology: Moving Mechanisms

Intent: This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.

Hooks from old learning: (YR, Y1, Y2) Using familiar tools and equipment to sew.

Y3/Y4 Planning a product, assessing it and considering adaptation.

Sequence of learning

Lesson	Sequence of Learning
1	WALT: understand pneumatic systems Share the States of matter presentation to recap on the characteristics of gases. Show the children the Pneumatics video. Ask the children questions about the information and ensure they can describe the forces in action and why pneumatics are used in heavy lifting equipment and machinery. Provide each child with a Pneumatic systems recording sheet and the listed practical resources. Invite the groups to carry out the experiments listed on the recording sheet and encourage them to share their findings at the end of the session.
2	WALT: investigate pneumatic systems Ask the children to recall what they learned about pneumatics in the previous lesson and how they are used in machines to create movement. Provide them with the Pneumatics challenge planning sheet. Introduce the challenge and provide the children with the practical resources. Give groups of children 45 minutes to complete the task. At the end of the session, ask the children to show their work to others and evaluate their task using the Pneumatics challenge evaluation sheet.
3	WALT: design a pneumatic prototype Ask the children to design a prototype for an object, furniture or gadget that uses pneumatics to make life easier or more comfortable around the home. Before they start, display the Design criteria information sheet and show the children the practical resources. Encourage the children to gather their ideas using discussion, annotated and exploded diagrams and simple modelling, then ask them to choose one idea to make into a prototype.
4	WALT: make a pneumatic prototype Ask the children to gather the resources they need to build their prototype. Before they start, share and discuss the Iterative design process poster. Encourage the children to follow the process as they work, implement their initial plan, regularly test their prototype, evaluate its success, and then adjust their design until they have a working prototype that they can deploy.
5	WALT: evaluate a working pneumatic prototype Ask the children to present their prototype to two small focus groups, one made up of children from school and one made up of adults. Encourage them to use the Pneumatic product prototype evaluation sheet questions to lead a discussion about their prototype with each group. Encourage the focus groups to use the prototype, ask questions, comment on the design, explain what they like and suggest any improvements.

Subject Composite: Children will design and create their own gadget to make lives easier using pneumatics.

Impact: Children will understand the uses of pneumatic systems in every-day life in the real world. They will be able to explain how the systems work using compressed air.

Hooks for new learning: Understanding different forces required for some mechanisms.

Computing

5.1 Coding

Intent: Children will often be able to solve their own problems when they get stuck, either by reading through their code again or by asking their peers; this models the way that coding work is really done. More able children can be encouraged to support their peers, if necessary, helping them to understand but without doing the work for them.

Hooks from old learning:

Previous coding units from year 1 to 4

Skills and Knowledge Components Focus

Year 5/6:

To begin to simplify code. To create a playable game. To understand what a simulation is. To program a simulation using 2Code.

To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variables types are and how they are used differently.

To understand how to create a string. To understand what concatenation is and how it works.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Key Vocabulary: algorithms, input, output, correction, software, manipulate, debug, analyse, evaluate

Impact: Children will be able to read code and identify errors so that they can edit code and debug algorithms

Hooks for new learning (Y5/6): Unit 6.1 Coding

Lesson	Sequence of Learning
1	Code Efficiently WALT: To review existing coding knowledge. To begin to be able to simplify code. To create a playable game. Success Criteria: - Children can use simplified code to make their programming more efficient. - Children can use variables in their code. - Children can create a simple playable game
2	Simulate a Physical System WALT: To understand what a simulation is. To program a simulation using 2Code. Success Criteria - Children can plan an algorithm modelling the sequence of traffic lights. - Children can select the right images to reflect the simulation they are making. - Children can use their plan to program the simulation to work in 2Code.
3	Decomposition and Abstraction WALT: To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use decomposition to make a plan of a real-life situation. Success Criteria - Children can make good attempts to break down their task into smaller achievable steps. - Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task.
4	Friction and Function WALT: To understand how to use friction in code. To begin to understand what a function is and how functions work in code. Success Criteria - Children can create a program which represents a physical system. - Children can create and use functions in their code to make their programming more efficient.
5	Introducing Strings WALT: To understand what the different variable types are and how they are used differently. To understand how to create a string. Success Criteria - Children can create and use strings in programming. - Children can set/change variable values appropriately. - Children know some ways that text variables can be used in coding.
6	Text Variables and Concatenation WALT: To begin to explore text variables when coding. To understand what concatenation is and how it works. Success Criteria - Children can create a string and use it in their program. - Children can use strings to produce a range of outputs in their program

Subject Composite: children will learn to understand that coding can contain errors and that debugging is a way to resolve algorithms not performing as they should.

Impact: this coding unit will affect future coding lessons with the children being mindful of errors in programs and ways of resolving them.

Dynamic Dynasties

Autumn 1 Year A

Wolf Rock Class (Y5/6)

Sequence of Lessons: Music

Music: Livin' on a prayer.

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Livin' on a prayer.

Hooks from old learning: (YR, KS1, LKS2) Recognition of musical terms: rhythm, pulse, beat, body clapping, repetition of musical lyrics in songs. Singing in time with others.

Skills and Knowledge Components Focus

Y5/6:

The children can

- Describe the style indicators of the song/music.
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song.
- Play instrumental parts accurately and in time as part of the performance.
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition

Lesson	Sequence of Learning
1	WALT: listen and appraise Listen and Appraise – Livin' on a prayer: Play the song. Click on the 'Listening' tab and use the questions as a focus when you are finding the pulse. After listening, share your thoughts and feelings together. Next, contextualise the song using the Fast Facts and History tabs and then answer the 'Questions' together. Try to use correct musical language. For more of a challenge, look together at the 'Extended Listening' tab. (See Unit Overview). Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: • Livin' On A Prayer by Bon Jovi • We Will Rock You By Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles
2	WALT: engage in musical activities Musical Activities (embed with increasing depth over time) Use the Activity Manual for support a. Warm-up Games - Livin' on a prayer: Continue to work through the warm-up challenges. (See Unit Overview). b. Flexible Games (an optional extension activity) - Continue to progress through the Extended Games challenges. c. Vocal warm ups and Learn to Sing the Song - Continue to learn to sing the song. (See Unit Overview). d. Play Your Instruments with the Song: New Musical Activity in this step. (See Unit Overview).
3	WALT: begin to recognise the style indicators of a cappella Pop music Listen and Appraise - smoke on the water by Deep Purple: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. Remember, for more of a challenge, look together at the 'Extended Listening' tab. Listen and Appraise - Happy (if you want to): How are the songs different, how are they similar?
4	WALT: perform pieces of music. Listen and appraise: Rockin' all over the world by Status Quo. Performance - Livin' on a prayer: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.
5	WALT: listen and appraise Listen and Appraise - Johnny B. Goode by Chuck Berry: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. Remember, for more of a challenge look together at the 'Extended Listening' tab. Compare and contrast with Livin' on a prayer. Perform Livin' on a prayer with instruments.
6	WALT: perform Listen and Appraise - When You're Smiling: Play the song and find the pulse. Listen and Appraise - Happy (if you want to): How are the songs different, how are they similar? Notes Musical Activities (embed with increasing depth over time) Use the Activity Manual for support a. Warm-up Games - Happy: Continue to work through the warm-up challenges. b. Flexible Games (an optional extension activity) - Happy: Continue to progress through the Extended Games challenges. c. Vocal warm-ups and Learn to Sing the Song - Happy: Sing the song. (See Unit Overview). d. Play Your Instruments with the Song: Revisit this activity. e. Improvise with the Song: Option to revisit this activity. f. Compose with the Song: Option to revisit this activity. Notes Perform • Performance - Happy: Perform and share what has taken place in today's lesson. Choose what you perform today.

Subject Composite: Children will identify and perform songs about the theme of 'happy' and comment on what makes them happy.

Impact: Children will be able to identify preferences in musical styles based on their personal tastes linked to their emotions and feelings.

Hooks for new learning (Y5/6): Listen to and appraise a range of music from different genres

Art: Tints, Tones and Shades

Intent: In Art, children will explore the colour wheel, mixing tints, shades and tones. Children will investigate Tootie motifs, casting methods and watercolours.

Hooks from old learning: (YR, KS1, LKS2) Skills and Knowledge Components Focus

Y5/6:

The children will:

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Mix and use tints and shades of colours using a range of different materials, including paint.

Produce creative work on a theme, developing ideas through a range of preliminary sketches or models

Evaluate and analyse creative works using the language of art, craft and design.

Compare and comment on the ideas, methods and approaches in their own and others' work.

Lesson	Sequence of Learning
1	WALT: understand terms 'tints', 'tones' and 'shades' Begin by recapping the children's knowledge of colour and colour theory. Ask, 'What do you already know about colour and colour theory?' Introduce the terms 'tints', 'tones' and 'shades', and model how to mix each. Then set out the practical resources and support the children to follow the Mixing tints, shades and tones instructions. At the end of the session, ask the children to lay their sketchbooks open and allow them to walk around and review others' work. Evaluate how successfully the children have been able to mix and record their colour mixing.
2	WALT: Mix and use tints and shades of colours using a range of different materials, including paint. Recap on the children's learning from the previous lesson. Show the Tints, shades and tones in landscape art presentation, and use the questions included as a starting point for discussion. Ask the children to choose one of the Landscape picture cards to study in more detail. Give them hand lenses so they can look at the colours, and then work carefully to mix and record them. Support the children to identify, mix and record colours they can see in their chosen artwork. Discuss and model different ways of recording the colours they find. At the end of the session, ask the children to display their sketchbooks alongside their chosen landscape. Allow time for the children to walk around the display to evaluate others' work.
3	WALT: Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Begin by showing the children the Drawing landscapes presentation. After watching the presentation, invite the children to talk about the techniques shown. Recap and model any techniques. Provide the children with pens, pencils, drawing paper and other reference materials, such as landscape images. Encourage them to draw thumbnail sketches to try out possibilities and ideas for a landscape composition. Encourage the children to share and compare their sketches and plans and invite them to give constructive advice to each other about how they could be improved.
4&5	WALT: Use a range of materials to create imaginative and fantasy landscapes Explain to the children that they are going to use their favourite landscape sketch as a basis for a landscape painting. Explain that they should plan to use a palette that includes a range of tints, shades and tones. Show children the Painting landscapes video for inspiration. Reinforce the brief, that their landscape can be fantasy or real, done from direct observation or from their imagination. Allow children a period of sustained working to complete their landscape. As the children paint, talk with them, asking them questions and giving constructive feedback that they can use to improve their work.
6	WALT: Compare and comment on the ideas, methods and approaches in their own and others' work. Display the children's work. Give feedback, highlighting good examples of the children's technique and colour work. Ask the children to choose a partner. Ask them to discuss each other's work, saying what each of them did well and what ideas they have for improving what they have done. To complete and evaluate children's knowledge of colour theory, ask children to complete the Tints, Tones and Shades question sheet.

Subject Composite: Children will produce a landscape painting using a range of colour mixing using tints, shades and tones.

Impact: Hooks for new learning (Y5/6): ALL future art lessons involving colour mixing with shades, tints and tones.

Dynamic Dynasties

Autumn Year A

Wolf Rock (Y5/6)

Sequence of Lessons

Spanish: All About Me!

Intent: In this 'All About Me' unit, the children will apply previous skills and knowledge of topic areas such as spellings, hobbies, people and pets. They will have a chance to recap their prior knowledge from Year 3 and Year 4. They will express opinions and learn to talk about the future in the context of career ambitions.

Hooks from old learning: Previous Y3/4 Spanish units.

Lessons	Sequence of Learning
1	Welcome back! Aim: To read carefully and show understanding of words, phrases and simple writing in the context of revising what they have learnt in Spanish so far. WALT: recognise and use different key phrases related to the topic of introducing yourself.
2	My Likes and Dislikes Aim: To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of hobbies and activities. WALT: To extend sentences using conjunctions.
3	Who Do You Live With? Aim: To engage in conversations; ask and answer questions in the context of talking about who you live with. WALT: take part in a short conversation about yourself and who you live with.
4	Jobs Aim: To present ideas and information orally in the context of jobs. WALT: ask and answer questions about people's jobs using the appropriate ending.
5	What Are You Going To Do? Aim: To understand basic grammar about the near future tense in the context of talking about what one will do for a living. WALT: talk about future job prospects.
6	Let Me Introduce Myself Aim: To present ideas and information orally to a range of audiences in the context of describing yourself. WALT: introduce myself orally and in writing.

Subject Composite: children will present their knowledge by sharing conversations with one another about themselves; their personal details and future desires for employment.

Impact: the children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Hooks for new learning (YR:5/6) All future Spanish lessons