Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: Science

Sequence of learning

Intent: This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.

Hooks from old learning:

Skills and Knowledge Components Focus, Year 5/6

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Use test results to make predictions to set up further comparative and fair tests.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

Key vocabulary: absorbent, bendy, chemical change, condense, conductor, dissolve, electrically conductive, evaporate, filter, filtration, freeze, gas, hard, heterogeneous mixture, homogeneous mixture, innovative materials, insoluble, insulator, irreversible change, liquid, magnetic, material, melt, mixture, particle, physical change, property, reflective, revisible change, rough, rust, saturated solution, sieve, sieving, solid, solubility, soluble, solute, solution, solvent, stretchy, strong, temperature, thermally conductive, transparent, waterproof.

Sticky knowledge: different properties of materials: (hard or soft, stretchy or not stretchy, rough or smooth, bendy or not bendy, opaque or transparent, waterproof or not waterproof, absorbent or not absorbent, strong or not strong, magnetic or not magnetic, reflective or non-reflective, electrically conductive or electrically non-conductive, thermally conductive or thermally non-conductive, soluble or insoluble), reversible/irreversible changes.

Lesson	Sequence of Learning
1	WALT: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).
2	WALT: Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.
3	WALT: Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism
4	WALT: Take increasingly accurate measurements in standard units, using a range of chosen equipment.
5	WALT: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). Take increasingly accurate measurements in standard units, using a range of chosen equipment.
6	WALT: Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent.

Subject Composite: children will investigate and test the properties of materials through scientific observations.
Impact: children will better understand the many changes involved in materials' properties due to different scientific processes acting upon them.
Hooks for new learning (Y5/6): investigative science learning at Year 7+

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: Science

Sequence of learning

Intent: This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.

Hooks from old learning:

Skills and Knowledge Components Focus, Year 5/6

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Use test results to make predictions to set up further comparative and fair tests.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

Key vocabulary: absorbent, bendy, chemical change, condense, conductor, dissolve, electrically conductive, evaporate, filter, filtration, freeze, gas, hard, heterogeneous mixture, homogeneous mixture, innovative materials, insoluble, insulator, irreversible change, liquid, magnetic, material, melt, mixture, particle, physical change, property, reflective, revisible change, rough, rust, saturated solution, sieve, sieving, solid, solubility, soluble, solute, solution, solvent, stretchy, stromg, temperature, thermally conductive, transparent, waterproof.

Sticky knowledge: different properties of materials: (hard or soft, stretchy or not stretchy, rough or smooth, bendy or not bendy, opaque or transparent, waterproof or not waterproof, absorbent or not absorbent, strong or not strong, magnetic or not magnetic, reflective or non-reflective, electrically conductive or electrically non-conductive, thermally conductive or thermally non-conductive, soluble or insoluble), reversible/irreversible changes.

Lesson	Sequence of Learning
7	WALT: Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes.
8	WALT: Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Separate mixtures by filtering, sieving and evaporating.
9	WALT: Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes
10	WALT: Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes.
11	WALT: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
12	WALT: Identify, demonstrate and compare reversible and irreversible changes.
13	WALT: Explain the precautions needed for working safely when heating, burning, cooling and mixing materials. Identify, demonstrate and compare reversible and irreversible changes.

Subject Composite: children will investigate and test the properties of materials through scientific observations.
Impact: children will better understand the many changes involved in materials' properties due to different scientific processes acting upon them.
Hooks for new learning (Y5/6): investigative science learning at Year 7+

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: PSHE

PSHE – Relationships (online)

Intent: Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age-limits and also, age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules, and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed, and children find ways to reduce their own screen time. This unit aims to help children to be more discerning when viewing anything online or on social media.

Skills and Knowledge Components Focus Year 5/6:

Know that a personality is made up of many different characteristics, qualities and attributes

- Know that belonging to an online community can have positive and negative consequences
- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
- Know how to stay safe when using technology to communicate with friends
- Can suggest strategies for building self-esteem of themselves and others
- Can identify when an online community / social media group feels risky, uncomfortable, or unsafe
- Can suggest strategies for staying safe online/social media
- Can say how to report unsafe online / social network activity
- Can identify when an online game is safe or unsafe
- Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks

Sticky Knowledge: Know that there are rights and responsibilities when playing a game online, Know that too much screen time isn't healthy, Know how to stay safe when using technology to communicate with friends, Can suggest strategies for staying safe online/social media, Can say how to report unsafe online / social network activity, Can identify when an online game is safe or unsafe.

New key vocabulary that may be introduced:

Personal qualities, Attributes, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Age-restriction, Online community, Risky, Safe, Unsafe, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.

Sequence of learning

Lesson	Sequence of Learning
1	**Recognising Me** WALT: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem
2	**Safety with Online Communities** WALT: I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels unsafe or uncomfortable
3	**Being in an Online Community** WALT: I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me
4	**Online Gaming** WALT: I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe
5	**My Relationship with Technology: screen time** WALT: I can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn't affected
6	**Relationships and Technology** WALT: I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

Subject Composite: the roles and responsibilities of being online will be clearly defined to enable children to make safe, respectful decisions online.

Impact: children will have a raised awareness of the problems young people face using screen time. They will know about their responsibilities and rights as online users.

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: History

Intent: This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.
Hooks from old learning: EYFS: Year 1/2: Year 3/4: Egyptian/Roman civilisations
Skills and Knowledge Components Focus:

- Conduct a local history study.
- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 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.

Sticky Knowledge: The Classical Age where many discoveries and advancements were made; democracy: political system, which allows people to have a say in the way their country is governed; philosopher: someone who studies basic ideas about knowledge and reasoning.
Key Vocabulary: Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy
Hooks for new learning (Y5/6) Year B – Maafa: slavery

Sequence of learning

Lesson	Sequence of Learning
1	WALT: Sequence and make connections between periods of world history on a timeline.
2	WALT: Use a range of historical sources or artefacts to build a picture of a historical event or person
3	WALT: Analyse and compare a place, or places, using aerial photographs. atlases and maps.
4	WALT: Find evidence from different sources, identify bias and form balanced arguments.
5	WALT: Explain how everyday life in an ancient civilisation changed or continued during different periods. Frame historically valid questions about continuity and change and construct informed responses.
6	WALT: Compare and contrast an aspect of history across two or more periods studied. Sequence and make connections between periods of world history on a timeline.
7	WALT: Frame historically valid questions about continuity and change and construct informed responses. Sequence and make connections between periods of world history on a timeline.

Subject Composite: children will learn that the ancient Greek civilisations have contributed to, and affected, modern-day life. They will learn about how their beliefs, inventions, philosophies and scientific/mathematical developments and their legacies.
Impact: to give children an understanding of how the development of the Greek civilisations impacted future civilisations and how they relate to today's modern world.
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.

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: History

Intent: This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

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

Skills and Knowledge Components Focus:

- Conduct a local history study.
- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 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.

Sticky Knowledge: The Classical Age where many discoveries and advancements were made; democracy: political system, which allows people to have a say in the way their country is governed; philosopher: someone who studies basic ideas about knowledge and reasoning.

Key Vocabulary: Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy

Hooks for new learning (Y5/6) Year B – Maafa: slavery

Sequence of learning

Lesson	Sequence of Learning
8	WALT: Compare and contrast an aspect of history across two or more periods studied.
9	WALT: Explain how everyday life in an ancient civilisation changed or continued during different periods. Study a feature of a past civilisation or society. Sequence and make connections between periods of world history on a timeline
10	WALT: Explain how everyday life in an ancient civilisation changed or continued during different periods. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
11	WALT: Articulate and organise important information and detailed historical accounts using topic related vocabulary.
12	WALT: Describe the significance, impact and legacy of power in ancient civilisations
13	WALT: Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Describe the achievements and influence of the ancient Greeks on the wider world
14	WALT: Describe the achievements and influence of the ancient Greeks on the wider world. Articulate and organise important information and detailed historical accounts using topic related vocabulary

Subject Composite: children will learn that the ancient Greek civilisations have contributed to, and affected, modern-day life. They will learn about how their beliefs, inventions, philosophies and scientific/mathematical developments and their legacies.

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

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.

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: ART

Art: Mixed Media

Intent: This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.

Hooks from old learning: (YR, KS1, LKS2)

Skills and Knowledge Components Focus Y5/6:

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.
- Evaluate and analyse creative works using the language of art, craft and design.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately

Vocabulary: applique, collage, concertina, decoupage, embellishment, embroidery, fabric collage, fabric crumb, marbling. Medium. Mixed media, origami, paper, paper collage, papermaking, papier mâché, photo collage, pulp, quilling, surreal,

Sequence of learning

Lesson	Sequence of Learning
1	Paper Craft WALT: Make and use paper to explore traditional crafting techniques.
2	Papermaking WALT: Make and use paper to explore traditional crafting techniques.
3	Paper Collage WALT: Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.
4	Fabric Crumb WALT: Combine stitches and fabrics with imagination to create a mixed media collage. Use applique to add decoration to a product or artwork.
5	Mixed media WALT: Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.
6	Photo collage and surrealism WALT: Add text or printed materials to a photographic background.
7	Creating mixed media artwork WALT: Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.

Subject Composite: children will learn about different effects created by using mixed media.

Impact: children's art and design skills will be further developed, and their experience of the uses of media will be broadened to achieve desired results.

Hooks for new learning (Y5/6): unit in Year B, 'Bees, beetles & butterflies' focussing on mixed media collage.

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: Spanish

Spanish: In the classroom

Intent: This 'In the Classroom' unit will teach your class key vocabulary related to classroom objects, subjects and prepositional language. Also, there is a maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the unit, children will learn key questions and answers which they would use at school.

Hooks from old learning: building on previous Spanish learning.

Skills and Knowledge Components Focus Y5/6:

By the end of this unit...

...all children should be able to:

- listen and respond to topic vocabulary;
- answer questions orally using the topic vocabulary;
- take part in a conversation with a partner with support;
- identify 2D shapes in Spanish.

...most children will be able to:

- answer questions in writing using the topic vocabulary;
- use the appropriate prepositional language to describe where objects are;
- express their opinions about school subjects;
- make sentences to say how many sides a shape has.

...some children will be able to:

- remember to apply the rule that 'de' followed by 'el' becomes 'del';
- identify classroom instructions in Spanish;
- have a conversation in Spanish with a partner asking and answering where objects are.

Sequence of learning

Lessons	Sequence of Learning
1	**WALT: To write/say where something is using prepositions.** Where Are They? To understand basic grammar appropriate to the language being studied (conjugation of the verb 'estar' and preposition 'al lado de'); how to apply these, for instance, to build sentences in the context of using prepositions to say where things are in the classroom.
2	**WALT: To show that you understand the meaning of a sentence by saying whether it is true or false.** Where Are the Objects? To read carefully and show understanding of words, phrases and simple writing in the context of describing the position of objects.
3	**WALT: To express preferences about school subjects.** My favourite subject To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of school subject preferences.
4	**WALT: To ask and answer questions in Spanish.** Shapes To engage in conversations; ask and answer questions in the context of a maths/Spanish lesson.
5	**WALT: To ask and answer questions in Spanish about what I can do in school.** Can I…? To engage in conversations; ask and answer questions in the context of asking for permission about what can be done in the school.
6	**WALT: To take part in a conversation in Spanish to describe where things are.** Answering Questions To engage in conversations; ask and answer questions in the context of asking and answering questions about where classroom objects are.

Subject Composite: children will present their knowledge by sharing conversations with one another about familiar classroom objects, favourite lessons, shapes and questions about where objects are.

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

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: RE

RE – How can following God bring freedom and justice?

Intent: Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.

Hooks from old learning: (Christianity and Evolution and inheritance unit UKS2)

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences

Understand the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection, judgement, heaven, karma, reincarnation make a difference to how someone lives

Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of your own.

Vocabulary: •People of God •Children of Israel •Freedom •Justice •Moses •Exodus •Slavery •Egypt •Pharoah • Rescue

Sticky Knowledge:

What are the main events in the story of the Exodus?
Why are the ten commandments important to many Christians today and why were they important to many Christians from the past?
Which directions do you think that Christians might receive from reading and studying the story of Moses?

Sequence of learning

Lesson	Sequence of Learning
1	**WALT:** understand what we can we learn about the story of the Exodus in the Bible.
2	**WALT:** identify where we think the Exodus story shows Moses' trust in God.
3	**WALT:** understand how the Exodus story might help Christians when life gets tough.
4	**WALT:** consider the importance of the Ten Commandments.
5	**WALT:** identify how many Christians try to bring freedom and justice (themes from the Exodus story) into today's world.
6	**WALT:** make comments about the Exodus story, clarifying its themes and its importance for Christians today.

Subject Composite: This unit will provide the children with the knowledge and understanding about the ten commandments, considering why the People of God were given these and what they mean for believers today.

Impact: The children will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

Hooks for new learning (Y5/6): Future learning in Year A, in unit: 'What matters most to Humanists and Christians?' and Year B: Hinduism – 'Why do Hindus want to be good?'

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: Music

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.

Skills and Knowledge Components Focus Y5/6:

The children will:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Sticky knowledge:

Children will be able to identify the 'style indicators' of Motown songs. They will be able to explain why certain songs are Motown songs.

Sequence of learning

Lesson	Sequence of Learning
1	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** Dancing In The Street by Martha And The Vandellas **Musical activities:** a. Warm-up Games b. Option: Flexible Games b. Vocal warmups and start to learn the song Dancing In The Street **Perform:** Sing the song
2	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops **Musical activities:** a. Warm-up Games b. Option: Flexible Games c. Vocal warmups. Continue to learn to sing the song Dancing In The Street d. Play instrumental parts **Perform:** Sing the song and play instrumental parts within the song
3	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** I Heard It Through The Grapevine sung by Marvin Gaye Dancing In The Street by Martha And The Vandellas **Musical activities:** a. Warm-up Games b. Option: Flexible Games c. Vocal warm-ups. Sing the song Dancing In The Street c. Play instrumental parts d. Improvise **Perform:** Sing the song and improvise using voices and/or instruments within the song
4	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell and Dancing In The Street by Martha And The Vandellas **Musical activities:** a. Warm-up Games b. Option: Flexible Games c. Vocal warm-ups. Sing the song Dancing In The Street d. Play instrumental parts e. Compose **Perform:** Sing the song and perform composition(s) within the song
5	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** You Are The Sunshine Of My Life sung by Stevie Wonder and Dancing In The Street by Martha And The Vandellas **Musical activities:** a. Warm-up Games b. Option: Flexible Games c. Vocal warm-ups. Sing the song Dancing In The Street Options: d. Include some instrumental and/or e. Vocal improvisation within the song f. Play your composition(s) within the song **Perform:** Choose what you perform today. Start to prepare for the end-of-unit performance
6	**WALT:** listen and appraise; engage with musical activities; and perform and share. **Listen and Appraise:** The Tracks Of My Tears sung by Smokey Robinson And The Miracles and Dancing In The Street by Martha And The Vandellas **Musical activities:** a. Warm-up Games b. Option: Flexible Games c. Vocal warm-ups. Sing the song Dancing In The Street d. Choose and play two performance options, then decide which one to practise for the end-of-unit performance. **Perform:** Prepare for the end-of-unit performance

Subject Composite: Children will identify and perform Motown songs, with an appreciation of how the music is designed to invoke feelings.

Impact: Children will be able to identify features of some Motown classics, commenting on their composition.

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

Groundbreaking Greeks
Summer Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: DT

Design and Technology: Architecture

Intent: This project is linked to Groundbreaking Greeks. It teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.

Hooks from old learning: (YR, Y1, Y2) food tasting, fruit salad designing and making
Y3/Y4 Planning a product, assessing it and considering adaptation.

Skills and Knowledge Components Focus Y5/6:

The children will:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Evaluate Investigate and analyse a range of existing products.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Understand how key events and individuals in design and technology have helped shape the world.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Sequence of learning

Lesson	Sequence of Learning
1	**Architecture over time** - WALTs: • Describe and discuss how different artists and cultures have used a range of visual elements in their work. • Explain how the design of a product has been influenced by the culture or society in which it was designed or made. • Describe the social influence of a significant designer or inventor.
2	**Greek Architecture** - WALTs: Describe and discuss how different artists and cultures have used a range of visual elements in their work. Explain how the design of a product has been influenced by the culture or society in which it was designed or made
3	**Support, stiffness and stability** – WALT: Build a framework using a range of materials to support mechanisms.
4 & 5	**Building design** – WALTs: Build a framework using a range of materials to support mechanisms. Select and combine materials with precision.
6	**Evaluation** – WALT: Test and evaluate products against a detailed design specification and make adaptations as they develop the product.

Subject Composite: Children will learn about: Architecture over time; Greek architecture; Structural support, stiffness and stability; Computer-aided design; Building design

Impact: children will understand the many methods used to strengthen structures.

Hooks for new learning: Understanding techniques necessary for producing strong, rigid structures in the 'Engineer' unit in Year B, Spring Term.

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

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 a 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

Sequence of learning

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