

Intent: This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.

Hooks from old learning: plant and animal changes; KS1 – know what mammals, amphibians, reptiles, fish and birds are

Skills and Knowledge Components Focus, Year 5/6

Animal life cycles; Stages and processes; Classifying mammals; Mammalian life cycles; Interpreting scatter graphs; Human life cycle; Human gestation stage; Human juvenile stage; Human adolescent stage; Puberty; Venn diagrams; Interpreting line graphs; Human sexual reproduction; Human ageing; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research.

Key vocabulary:

Acne, adolescent, adult, aggression, amphibian, bird, birth, blastocyst, breasts, cell, deterioration, development, egg, embryo, emotion, fallopian, female, fertilisation, fish, foetus, gestation, growth, growth, hormone, infant, insect, juvenile, larva, life cycle, lifespan, male, mammal, menopause, metamorphosis, mood swing, offspring, ovary, penis, period, process, puberty, pubic hair, pupa, reaction time, reproduction, reproductive organ, reproductive system, reptile, self-esteem, semen, sexual intercourse, sexually mature, sexual reproduction, sperm, sweat, testicle, umbilical cord, urethra, uterus, vagina, vertebrate, warm-blooded.

Sticky knowledge: Reproduction is the process of producing offspring, which is vital for the survival of all plant and animal species. All living things go through a series of changes during their life cycle, where they grow, mature, reproduce and age. As living things age, they gradually decline and then die.

Sequence of learning

Lesson	Sequence of Learning
1	<p>Animal life cycles WALT: Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> Embryo, juvenile, adolescent and adult are stages of a mammal's life cycle. Egg, larva (tadpole), adolescent and adult are stages of an amphibian's life cycle.. Egg, larva, pupa and adult are the stages of some insects including butterflies, beetles and bees. Egg, baby, adolescent and adult are stages of a bird's life cycle.
2	<p>Classifying mammals WALT: Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> A mammal is a vertebrate, which means it has a backbone. Producing milk to feed their young, being warm blooded, giving birth to live young, having fur or hair and breathing air with lungs are the five key characteristics of mammals.
3	<p>Typical mammalian life cycles WALT: Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> All mammalian life cycles have the same processes of birth, growth, puberty and reproduction as well as the same stages. The duration of each life cycle stage is different for different mammals.
4	<p>Mammalian gestation WALT: Describe the changes as humans develop from birth to old age. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</p> <ul style="list-style-type: none"> The gestation period is the time between conception and birth. In general mammals with a smaller mass have a shorter gestation period than mammals with a larger mass. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.
5	<p>Human life cycle WALT: Describe the changes as humans develop from birth to old age. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</p> <ul style="list-style-type: none"> Humans are mammals and have a mammalian life cycle.

Subject Composite: Sexual reproduction is the process of producing offspring and is essential for the continued survival of a species. Asexual reproduction involves one parent and produces offspring that is identical to the parent.

Impact: children will learn that sexual reproduction happens during the adult stage of an organism's life cycle.

Hooks for new learning (Y5/6): PSHE sexual education

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Skills and Knowledge Components Focus, Year 5/6

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Key vocabulary:

Acne, adolescent, adult, aggression, amphibian, bird, birth, blastocyst, breasts, cell, deterioration, development, egg, embryo, emotion, fallopian, female, fertilisation, fish, foetus, gestation, growth, growth, hormone, infant, insect, juvenile, larva, life cycle, lifespan, male, mammal, menopause, metamorphosis, mood swing, offspring, ovary, penis, period, process, puberty, pubic hair, pupa, reaction time, reproduction, reproductive organ, reproductive system, reptile, self-esteem, semen, sexual intercourse, sexually mature, sexual reproduction, sperm, sweat, testicle, umbilical cord, urethra, uterus, vagina, vertebrate, warm-blooded.

Sticky knowledge: Reproduction is the process of producing offspring, which is vital for the survival of all plant and animal species. All living things go through a series of changes during their life cycle, where they grow, mature, reproduce and age. As living things age, they gradually decline and then die.

Lesson	Sequence of Learning
6	<p>Human gestation WALT: Describe the changes as humans develop from birth to old age.</p> <ul style="list-style-type: none"> The human gestation period is around 40 weeks. During this time, the organs, limbs and senses develop, and the foetus grows until it is ready to be born.
7	<p>Human juveniles WALT: Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.</p>
8	<p>Human adolescents WALT: Explain why personal hygiene is important during puberty. Describe the changes as humans develop from birth to old age.</p> <ul style="list-style-type: none"> Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Humans go through characteristic stages as they develop towards old age. Puberty is the transition between childhood and adulthood. As humans age, many of the body's systems gradually decline, leading to the changes seen in older people
9	<p>Human growth charts 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</p> <ul style="list-style-type: none"> Human growth charts are line graphs that show the predicted growth of juveniles and adolescents up to 18.
10	<p>Human sexual reproduction WALT: Describe the process of human reproduction. Describe the life process of reproduction in some plants and animals</p> <ul style="list-style-type: none"> Humans reproduce sexually when a female egg is fertilised by a male sperm producing offspring that are different from the parents. Sexual reproduction is the process of producing offspring and is essential for the continued survival of a species. Asexual reproduction involves one parent and produces offspring that is identical to the parent

Subject Composite: Sexual reproduction is the process of producing offspring and is essential for the continued survival of a species. Asexual reproduction involves one parent and produces offspring that is identical to the parent.

Impact: children will learn that sexual reproduction happens during the adult stage of an organism's life cycle.

Hooks for new learning (Y5/6): PSHE sexual education



Sow, Grow, Farm
Spring Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons: PSHE



Sequence of learning

PSHE – Dreams and Goals

Intent: In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

Hooks from old learning:

Skills and Knowledge Components Focus Year 5/6:

- understand that I will need money to help me achieve some of my dreams
- know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
- identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
- describe the dreams and goals of young people in a culture different to mine
- understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other
- encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Sticky Knowledge:

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa

New key vocabulary that may be introduced:

Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference

Lesson	Sequence of Learning
1	When I Grow Up (My Dream Lifestyle) WALT: understand that I will need money to help me achieve some of my dreams
2	Investigate Jobs and Careers WALT: know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
3	My Dream Job. Why I want it and the steps to get there WALT: identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
4	Dreams and Goals of Young People in Other Cultures WALT: describe the dreams and goals of young people in a culture different to mine
5	How Can We Support Each Other? WALT: understand that communicating with someone in a different culture means we can learn from each other and can identify a range of ways that we could support each other
6	Rallying Support WALT: encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Subject Composite: Children will see how they might need money in their futures to secure their aspirations.

Impact: They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.



Sow, Grow, Farm
Spring Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons:
Geography



Sequence of learning

Geography

Intent: This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

Hooks from old learning: EYFS: Year 1/2: Year 3/4: KS1 - physical geographical features of our local area

Skills and Knowledge Components Focus:

- Describe in detail the different types of agricultural land use in the UK.
- Explain how the topography and soil type affect the location of different agricultural regions.
- Debate topical issues, problems and events that are of concern to them as individuals and to society.
- Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.
- Describe how soil fertility, drainage and climate affect agricultural land use
- Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.
- Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Sticky Knowledge: Arable farming is growing crops, such as cereals and vegetables. Pastoral farming is rearing animals, such as cows and sheep. Mixed farming is both growing crops and rearing animals.

Key Vocabulary: Arable, Pastoral, mixed farming, agriculture, allotment, food miles, climate, developed/developing countries, rural, topography, soil fertility, drainage.

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	<p>Introductory Knowledge</p> <p>WALT: Describe in detail the different types of agricultural land use in the UK.</p> <ul style="list-style-type: none"> • Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). • An allotment is a small piece of land used to grow fruit, vegetables and flowers.
2	<p>Farming in the UK</p> <p>WALT: Explain how the topography and soil type affect the location of different agricultural regions.</p> <ul style="list-style-type: none"> • Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.
3	<p>A farmer's year</p> <p>WALT: Debate topical issues, problems and events that are of concern to them as individuals and to society.</p> <ul style="list-style-type: none"> • A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.
4	<p>Impact of modern farming</p> <p>WALT: Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.</p> <ul style="list-style-type: none"> • Arable (growing crops), pastoral (raising livestock), mixed (arable and pastoral) are the three main types of farming in the UK. • Intensive farming in the past has resulted in the loss of habitats.
5	<p>Potato farming in Jersey</p> <p>WALT: Describe how soil fertility, drainage and climate affect agricultural land use</p> <ul style="list-style-type: none"> • Soil fertility, drainage and climate influence the placement and success of agricultural land.

Subject Composite: children will learn to appreciate the efforts made by farmers to provide produce.

Impact: Children will learn to understand how many of our foods are farmed in a variety of ways. They will understand that many products travel thousands of miles to supermarket shelves, and they will consider the economic impact this has on food costs. **Hooks for new learning (Y5/6): life cycles - PSHE**



Sow, Grow, Farm
Spring Year A
Wolf Rock Class (Y5/6)
Sequence of Lessons:
Geography



Sequence of learning

Geography

Intent: This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

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

Skills and Knowledge Components Focus:

- Describe in detail the different types of agricultural land use in the UK.
- Explain how the topography and soil type affect the location of different agricultural regions.
- Debate topical issues, problems and events that are of concern to them as individuals and to society.
- Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.
- Describe how soil fertility, drainage and climate affect agricultural land use
- Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.
- Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Sticky Knowledge: Arable farming is growing crops, such as cereals and vegetables. Pastoral farming is rearing animals, such as cows and sheep. Mixed farming is both growing crops and rearing animals.

Key Vocabulary: Arable, Pastoral, mixed farming, agriculture, allotment, food miles, climate, developed/developing countries, rural, topography, soil fertility, drainage.

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

Lesson	Sequence of Learning
6	<p>North and South America WALT: Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <ul style="list-style-type: none"> • Explain how the climate affects land use.
7	<p>Citrus farming in California WALT: Describe how soil fertility, drainage and climate affect agricultural land use.</p> <ul style="list-style-type: none"> • Soil fertility, drainage and climate influence the placement and success of agricultural land.
8	<p>Coffee farming in Peru WALT: Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p> <ul style="list-style-type: none"> • Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.
9	<p>How far has your food travelled? WALT: Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <ul style="list-style-type: none"> • Transport networks link places together and allow for the movement of people and goods. • Transport networks are usually built where there is a high demand for the movement of people or goods. • The journey that food travels from producer to consumer is measured in food miles.
10	<p>Should we import food? WALT: Debate topical issues, problems and events that are of concern to them as individuals and to society.</p> <ul style="list-style-type: none"> • A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.

Subject Composite: children will learn to appreciate the efforts made by farmers to provide produce.

Impact: Children will learn to understand how many of our foods are farmed in a variety of ways. They will understand that many products travel thousands of miles to supermarket shelves, and they will consider the economic impact this has on food costs. **Hooks for new learning (Y5/6): life cycles - PSHE**

Art: Line, light and shadow

Intent: This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.

Hooks from old learning: (YR, KS1, LKS2) All line drawing and shading techniques covered so far in primary years. KS1 – know how to sketch and observe objects and plants closely

Skills and Knowledge Components Focus Y5/6:

The children will:

- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.
- Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.
- Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.

Vocabulary: abstract, composition, contrast, form, observation, opacity, shade, texture, tone

Lesson	Sequence of Learning
1	<p>Line up! WALT: Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <ul style="list-style-type: none"> • Sketches that are made with one line that remains on the paper throughout the whole drawing is called a continuous line drawing.
2	<p>Significant artist: Pablo Picasso WALT: Describe and discuss how different artists and cultures have used a range of visual elements in their work. Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.</p> <ul style="list-style-type: none"> • Pablo Picasso pioneered the use of continuous line drawing. • Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging.
3	<p>Shading techniques WALT: Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</p> <ul style="list-style-type: none"> • Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging.
4	<p>Pen and ink WALT: Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</p> <ul style="list-style-type: none"> • Rembrandt (1606–1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow. • Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging. • White chalk on black paper can be used to create areas of light and shade.
5	<p>Drawing on black paper WALT: Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</p> <ul style="list-style-type: none"> • Ink wash, white chalk, or pencil can be used to create light and shade. • White chalk on black paper can be used to create areas of light and shade.
6	<p>Black and white photographs WALT: Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p> <ul style="list-style-type: none"> • A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones.

Subject Composite: This project will enable children to deconstruct shaded drawings and line drawings and understand the techniques used to create the effects.

Impact: children will develop new techniques crucial to all future drawing learning.

Hooks for new learning (Y5/6): ALL future art lessons involving shading and line drawings.

Spanish: Eating Out

Intent: In this 'Eating Out' unit, the class will learn key vocabulary about food and drinks. Children will learn specific vocabulary and key phrases of how to say what drinks they like, what they would like to eat for breakfast, fillings for sandwiches, toppings for pizzas and also the opening and closing times for shops and restaurants.

Hooks from old learning: expressing likes/dislikes using language from previous Y5 units: me gusta/me encanta/no me gusta/no me encanta/me odio/no me odio

Children will be able to:

- name a range of food items and drinks;
- express their opinion about food using 'Me gusta/No me gusta';
- interpret a chart written in Spanish;
- write words and phrases from memory with support;
- make nouns/adjectives 'agree' according to their gender and number;
- spell adjectives correctly according to their gender/number;
- vary sentences by substituting other verbs, nouns or adjectives;
- write sentences from memory;

Lesson s	Sequence of Learning
1	I'm Thirsty WALT: To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks. <ul style="list-style-type: none"> • To ask and answer questions about drink choices.
2	Open and Closed WALT: To read carefully and show understanding of words, phrases and simple writing in the context of opening and closing times of a restaurant. <ul style="list-style-type: none"> • To interpret a chart written in Spanish.
3	Breakfast WALT: To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items. <ul style="list-style-type: none"> • To express my breakfast choices in writing from memory.
4	Sandwiches WALT: To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing preferred sandwich types. <ul style="list-style-type: none"> • To write sentences expressing my preferences.
5	I Like to Eat WALT: To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of describing food. <ul style="list-style-type: none"> • To use adjectives to describe nouns.
6	Pizzas WALT: Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant. <ul style="list-style-type: none"> • To take part in a role play in a pizza restaurant.

Subject Composite: children will present their knowledge by sharing conversations with one another about their desires in restaurant/shop situations asking for various food and drink items.

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

RE – Why is the Torah so important to Jewish people?

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: (Judaism Y2 and 4)

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them

Understand the impact:

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Sticky Knowledge: The Torah is a holy book that the Jewish community hold sacred. The Torah consists of the first five books of the Bible.

Vocabulary: Torah, synagogue, Tenakh, Nevi'ism, and Ketuvim, Talmud, mezuzah

Lesson	Sequence of Learning
1	<p>WALT: know why the synagogue is special in Jewish worship and how the Torah is important in guiding how Jewish people live every day.</p> <ul style="list-style-type: none"> • Identify the main components of a synagogue and their functions. • Explain the importance of the Torah and its handling during the service. • Demonstrate understanding of the connection between synagogue worship and daily life.
2	<p>WALT: understand why the Torah is so special to Jewish people and how it helps them in their everyday lives.</p> <ul style="list-style-type: none"> • Describe the characteristics of the Torah and its treatment in the synagogue. • Explain the importance of preserving the precise wording of the Torah. • Discuss the ways the Torah impacts the daily lives of Jewish people.
3	<p>WALT: understand that Jewish people have special rules about food.</p> <ul style="list-style-type: none"> • Differentiate between kosher and non-kosher (trefah) • Understand that the rules associated around food come directly from the Torah – Leviticus 11. • Recognise that dairy and meat must not be mixed on the same plate in the same meal.
4	<p>WALT: know that the Tenakh has different parts, like the Torah, and that the Talmud helps explain what they mean and how to follow them.</p> <ul style="list-style-type: none"> • Differentiate between the three sections of the Tenakh: Torah, Nevi'ism, and Ketuvim. • Identify the importance of the Torah in guiding Jewish life. • Explain the purpose of the Talmud and its connection to practicing Jewish teachings.
5	<p>WALT: describe the features of a Jewish home and the importance of the mezuzah.</p> <ul style="list-style-type: none"> • Identify and discuss at least three key features of a Jewish home. • Explain the purpose and significance of the mezuzah. • Describe how Jewish traditions are integrated into daily life within a home.

Subject Composite: This unit will provide the children with the knowledge and understanding about the significance of the Torah to Jewish believers. This will serve to compare and contrast with previous learning about Islam and the Qur'an and Christianity and the Bible.

Impact: This unit will highlight and consolidate learning about holy books and world faiths, broadening understanding about the diverse religious world we live in.

Hooks for new learning (Y5/6): Future learning about holy books and their role in believers' lives.

RE – Creation and science: conflicting or complementary? [Creation]

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: (Christianity and Evolution and inheritance unit UKS2)

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Understand the impact:

- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

Sticky Knowledge: Some Christians believe that the Genesis 1 creation narrative is an exact recount of how the world began, therefore discounting the Big Bang theory.

Some Christians believe that the Genesis 1 creation narrative is a message about God's nature, rather than an exact account of what happened.

Some Christians believe that scientific theories can explain HOW the world began and Genesis 1 explains WHY.

Lesson	Sequence of Learning
1	<p>WALT: What does the Genesis text tell us about creation?</p> <ul style="list-style-type: none"> • What do you think the key message of the story is? • If you were going to pick out seven key words based on the different events, what would they be and why?
2	<p>WALT: How does science explain the beginning of the universe?</p> <ul style="list-style-type: none"> • How does evolution and inheritance explain the universe's creation?
3	<p>WALT: How do some scientists combine their faith and their understanding of science?</p> <ul style="list-style-type: none"> • Sort statements that show different beliefs into three groups: • Christian belief • Scientific belief • Both
4	<p>WALT: What connections are there between the idea of creation and beliefs about God?</p> <ul style="list-style-type: none"> • Create a mind-map that shows how God is portrayed in Psalm 8.
5	<p>WALT: How does faith inspire stewardship?</p> <ul style="list-style-type: none"> • Create a poster that shows your understanding and response to creation showing the concept of stewardship in your design.

Subject Composite: This unit will provide the children with the knowledge and understanding about the opposing theories about the world's origins: the Genesis creation narrative and scientific theories – the Big Bang.

Impact: This unit will inform children of the Christian and secular views about the world's origins and help them make sense of what they believe.

Hooks for new learning (Y5/6): Future learning about Christian/worldly views about creation.

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

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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

Music: Make you feel my love

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.

Intent:

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.

Lesson	Sequence of Learning
1	<p>WALT: Listen and Appraise (begin to recognise the basic style indicators of a Pop ballad)</p> <ul style="list-style-type: none"> • Listen and Appraise - Make You Feel My Love by Bob Dylan, sung by Adele: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. • After listening, talk about the song and answer the questions together using correct musical language.
2	<p>WALT: Listen and Appraise - Make You Feel My Love - Bob Dylan version: Play the song.</p> <ul style="list-style-type: none"> • Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Make You Feel My Love sung by Adele (if you want to): How are the songs different, how are they similar?
3	<p>WALT: Listen and Appraise - So Amazing by Luther Vandross: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> • Listen and Appraise - Make You Feel My Love (if you want to): How are the songs different, how are they similar?
4	<p>WALT: Listen and Appraise - Hello by Lionel Richie: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> • Listen and Appraise - Make You Feel My Love (if you want to): How are the songs different, how are they similar?
5	<p>WALT: Listen and Appraise - The Way You Look Tonight by Jerome Kern: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> • Listen and Appraise - Make You Feel My Love (if you want to): How are the songs different, how are they similar?
6	<p>WALT: Listen and Appraise - Love Me Tender by Elvis Presley: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> • Listen and Appraise - Make You Feel My Love (if you want to): How are the songs different, how are they similar?

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

Impact: Children will be able to identify features of love ballads, commenting on their composition.

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

Design and Technology: Eat the seasons

Intent: This project is linked to Sow, Grow and Farm. This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.

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:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and apply the principles of a healthy and varied diet.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Sequence of learning

Lesson	Sequence of Learning
1	WALT: Describe what seasonality means and explain some of the reasons why it is beneficial. <ul style="list-style-type: none"> • Seasonality is the time of year when the harvest or flavour of a type of food is at its best.
2	WALT: Evaluate meals and consider if they contribute towards a balanced diet. <ul style="list-style-type: none"> • A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions.
3	WALT: Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. <ul style="list-style-type: none"> • Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. • Savoury dishes usually have a salty or spicy flavour rather than a sweet one.
4	WALT: Evaluate meals and consider if they contribute towards a balanced diet. <ul style="list-style-type: none"> • A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions.
5	WALT: Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.

Subject Composite: Children will design and create their own soups using seasonal produce.

Impact: Children will understand how vegetables can be used together to form new dishes – soups – and can efficiently reduce waste food.

Hooks for new learning: Understanding techniques used for food preparation, considering health and safety considerations.