

Geography

Intent: the children will learn about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.

Hooks from old learning (YR;Y1/2): Big Wide World (YR) Our Wonderful World (Y1/2), Let's Explore The World (Y1/2), Interconnected World (Y3/4)

Lesson	Sequence of Learning
1	<p>Introduce topic question: Can you name some of the characteristics and features of rivers and mountain ranges around the world?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</p> <p>WALT: understand the key processes of the water cycle Where do you find water? Discuss. Answers include seas and lakes, streams and rivers, polar regions, household water and mountain ranges. Explain the hydrological cycle, including precipitation, runoff, condensation and evaporation.</p>
2	<p>WALT: identify the features of a river system Recap on the previous learning and answer sticky knowledge question. Explore features along a river's course including source, waterfall, tributary, lake, meander, floodplain, mouth, delta and sea.</p>
3	<p>WALT: explore the three stages of a river's journey Recap on previous river features learning. Explore three stages of a river (upper course, middle course and lower course), considering altitude, channel width, water speed and amount of erosion.</p>
4	<p>WALT: investigate features of the River Thames on maps and satellite photos Recap on the previous learning and answer sticky knowledge question. Explore the journey of the River Thames starting with the Thames Head marker stone. Identify river features along the Thames including tributary streams, meanders, locks, bridges and landmarks and the river mouth.</p>
5	<p>WALT: think about the different ways we use water Recap on the previous learning and answer sticky knowledge question. Life on Earth would be impossible without water. Discuss all the ways we use water. Answers: cooking, cleaning, gardening, personal hygiene, drinking and laundry. Explore the categories these fall into, including commercial/industrial, agricultural, recreational and community. Also, consider 8.7 million other water-using species.</p>
6	<p>WALT: understand the impacts of floods and droughts Recap on the previous learning and answer sticky knowledge question. Explore rainfall on a map of the United Kingdom. What happens when an area receives too much or too little rainfall? Let's find out. Explore waterlogging, flooding, burst riverbanks, damage caused by flooding, tidal flood, storm surge, crop failure, hosepipe bans and water conservation</p>
7	<p>WALT: identify the key features of a mountain range Recap on the previous learning and answer sticky knowledge question. Match landforms and names. Explore mountain range features, including summit, valley, ridge, base, peak, slope/face, path, lake, forest, snow.</p>
8	<p>WALT: identify the world's famous mountain ranges Recap on the previous learning and answer sticky knowledge question. Use an atlas to find famous mountain ranges</p>
9	<p>WALT: locate the world's famous mountains using latitude and longitude Recap on the previous learning and answer sticky knowledge question. Identify longitude and latitude on a map. Locate latitudinal and longitudinal coordinates of various mountains of the world.</p>
10	<p>WALT: understand how fold mountains are formed Recap on the previous learning and answer sticky knowledge question. Explore tectonic plates and the creation of fold mountains. Explore which tectonic plates various mountains are between, including the Rocky Mountains, Andes, Alps, Himalayas, Atlas and Southern Alps.</p>

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Lesson	Sequence of Learning
11	<p>WALT: research famous mountains.</p> <p>Recap on the previous learning and answer sticky knowledge question. Recap on the world's continents and oceans. Research famous mountains, including mountain range, continent, name and height using atlases.</p>
9	<p>WALT: understand the climate of a mountain environment</p> <p>Recap on the previous learning and answer sticky knowledge question. Explore the world's climate zones. Mountain climates are colder because of their high altitude. Explore some of average temperatures at Mount Everest.</p>

Subject Composite: the children will create a way to present their knowledge of Misty Mountain, Winding River, e.g., a non-chronological report, poster, fact file or presentation.

Impact: Children will have a good geographical understanding of the location and features of the world's rivers and mountains.

Hooks for new learning: Our Changing World (Y5/6), Investigating Our World (Y5/6).

Sequence of learning



Science

Intent: In states of matter, children will explore solids, liquids and gases and their characteristic properties. They will observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.

Hooks from old learning: (Y1/2): Everyday materials

Lesson	Sequence of Learning
1	<p>Introduce the topic question: How do we know if a material is a solid, a liquid or a gas? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALT: compare and group materials together, according to whether they are solids, liquids or gases Teaching: Explore a number of different materials and classify them as solids or liquids. Discuss and decide what properties make a solid and a liquid. Investigation - exploring, observing, classifying and identifying. Meet the staff at the Dartspring Museum. Will you agree to help? Make sure you know the difference between solids and liquids. How can you explain this to visitors? Can you devise a sorting task or quiz to help them learn? Year 3 - Classify a variety of materials and describe the features of each. Year 4 - Make a list of properties of solids and liquids and devise a visitor's task Vocabulary: states of matter, material, solid, liquid, gas, natural, manmade, classify, molecule, atom, bonds</p>
2	<p>WALT: draw conclusions about the nature of gases and relate findings to scientific principles Teaching: Actively investigate the nature of gases through a variety of hands-on tasks. Draw conclusions about the nature of gases and relate findings to scientific principles. Investigation - analysing secondary sources, exploring. The staff in the museum shop need some help developing a new type of sweet to sell called Granite Slab (Granite is the name of the local rock). Discover the properties of gases through a variety of exploratory activities. Make Granite Slab and identify the solids, liquids and gases used in the process. Year 3 - Write notes on exploration and observations from tasks. Year 4 - Make notes from tasks and list the properties of gases. Vocabulary: states of matter, material, solid, liquid, gas, air, oxygen, nitrogen, carbon dioxide, argon, molecules.</p>
3	<p>WALT: understand the arrangement of particles in different states of matter Teaching: Understand the arrangement of particles in different states of matter. Describe the changes in state seen in ice cream and chocolate sauce. Investigation - exploring over time The café staff want to serve foods and drinks that show people how materials can change state. Use a thermometer to measure the temperature of hot soup as it cools and ice cream as it melts. Freeze some fruit juice to make a slushy. Use data loggers. Year 3 - Use given key vocab e.g., melting, cooling, freezing in a scaffolded task. Year 4 - Explain findings using key vocabulary. Vocabulary: solid, liquid, gas, change, state, bromine, ice, freeze, melt, heat, energy, solidify, vapour.</p>
4	<p>WALT: recognise and name evaporation and condensation as changes of state Teaching: Recognise and name <i>evaporation</i> and <i>condensation</i> as changes of state. Design and set up a fair test to find the factors that affect the rate of evaporation. Investigation - exploring over time, fair testing The museum want to make a special display on water and how it can change state. Learn the elements of the Water Cycle and associated new vocabulary of evaporation, condensation and precipitation. Ask questions and set up fair tests to investigate the speed of evaporation. Year 3 - Make predictions and with support and try to explain results in scientific terms. Year 4 - Make predictions and explain results in scientific terms. Vocabulary: evaporation, condensation, condense, water vapour, invisible, liquid, change state, energy, particles.</p>
5	<p>WALT: report on the findings of their Fair Test and draw scientific conclusions Teaching: Report on the findings of their Fair Test and draw scientific conclusions. Understand and explain the water cycle using appropriate scientific vocabulary. Investigation - exploring over time, problem solving The museum want to display some bottle gardens because they have heard that they won't need to water them. Create some bottle gardens. Is it true that you don't need to water them? Why might this be? Year 3 - Explain the water cycle by arranging labels and explanations. Year 4 - Explain the water cycle by writing labels and explanations. Vocabulary: evaporation, condensation, precipitation, water cycle, water vapour, invisible, change state.</p>
6	<p>WALT: assess knowledge of all the scientific vocabulary and concepts covered in this block of learning Teaching: Assess knowledge of all the scientific vocabulary and concepts covered in this block of learning. Design an exciting learning activity for others using scientific knowledge and vocabulary. Investigation: It's time to collect all your information and resources for the museum. Review all the learning. Work in groups to create some exciting activities on States of Matter for the visitors e.g. a quiz, a game or a task Year 3 /Year 4 - Work in a mixed aged group Vocabulary: all vocabulary introduced during this block of learning Revisit topic question: How do we know if a material is a solid, a liquid or a gas? Hot Task quiz: How do we now know if a material is a solid, a liquid or a gas?</p>

Subject Composite: Children will present their understanding of the unit to explain the behaviour of the particles in solids, liquids and gases, how they tested the various properties and what they did to ensure their test was fair. They will explain states of matter using scientific language, demonstrating an understanding the process of changing states.

Impact: children will be able to identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and find patterns between the pitch of a sound and features of the object that produced it. They will find patterns between the volume of a sound and the strength of the vibrations that produced it and recognise that sounds get fainter as the distance from the sound source increases. They then investigate materials to see which will provide the best insulation against sound. They will be able to present this knowledge in the subject composite.

Hooks for future learning: (Y5/6): Properties of changing materials.

Science

Intent: In Living things and their habitats, children recognise that living things can be grouped in a variety of ways that helps us to study and identify them. They will recognise that classification keys can be used to help group, identify and name living things. They will recognise that environments can change, often because of human activity, and that this can affect the survival of living things.

Hooks from old learning: (Y1/2): Human senses, Plant parts, Animal parts, Habitats, Human survival, plant survival

Lesson	Sequence of Learning
1	<p>Introduce the topic question: What is classification? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALT: know that plants and animals are categorised as living things Teaching: Know that plants and animals are categorised as living things, that some things were once alive and others have never been alive. Understand and name the 7 characteristics of living things. Activities: Learn about the 7 life processes that characterise living things. Make a double page of lift-up flaps (the first page of a popup book on living things) with one flap for each life process. Match the name of each life process to a description of it or write a description for each life process. Play an active team game to reinforce the scientific concepts and vocabulary. Vocabulary: Life processes, movement, reproduction, sensitivity, nutrition, excretion, respiration, growth, living things, oxygen, energy, waste products, senses, environment</p>
2	<p>WALT: draw conclusions about the nature of gases and relate findings to scientific principles Teaching: Know living things can be grouped in different ways according to their features. Use secondary sources to research interesting facts about green plants. Activities: Learn that living things can be grouped in different ways according to their feature. Create their own pop-up tree and garden (to be the second double page in their interactive book of living things). Research plants using non-fiction books and the internet writing fascinating facts. Vocabulary: Plants, animals, similarities, differences, kingdom, classify, classification, flowering plants, trees, mosses, ferns, spores, cones, leaves, flowers, seeds.</p>
3	<p>WALT: use an invertebrate key to identify the group and types of creature found Teaching: Collect, observe and draw a range of invertebrate creatures from the local environment. Use an invertebrate key to identify the group and type of creature found Activities: Hunt for invertebrates in their local environment and bring specimens back to the classroom. Use an invertebrate key to identify the group/type of creatures found, e.g. mollusc/slug. Create a turning wheel that reveals invertebrates drawn from life and information about the features of that group. Illustrate the page with drawings and invertebrate facts. Vocabulary: Vertebrates, invertebrates, classify, classification, insects, spiders, worms, woodlice, habitat, slugs, snails, molluscs, annelids, echinoderms, arthropods, crustaceans, arachnids.</p>
4	<p>WALT: explore and use classification keys to help group, identify and name a variety of living things Teaching: Make a classification key for living things using group labels and drinking straws. Discover the features of different groups of vertebrates, researching fish and amphibians in more detail. Activities: Make a classification key for living things using group labels and drinking straws. Research key facts about amphibians and fish. Design and make a pop-up pond showing fish and amphibians to display their facts. Vocabulary: Vertebrates, invertebrates, classify, classification, kingdom, insects, molluscs, annelids, arthropods, crustaceans, arachnids, fish, amphibians, birds, reptiles, mammals, warm blooded, cold blooded.</p>
5	<p>WALT: making systematic and careful observations Teaching: Set up a fair test to investigate whether feathers can keep you warm. Take accurate measurements of temperature over time and display data as a graph. Activities: Make a pop-up, interactive sorting page on the features of birds and reptiles. Design a fair test to investigate the insulation properties of feathers. Take accurate temperature readings over time and compare data from a bottle covered in feathers to one without feathers. Display the data on a graph (Y4 with more detail & independence). Vocabulary: Vertebrates, invertebrates, classify, classification, birds, reptiles, warm/cold blooded, scales, feathers.</p>
6	<p>WALT: assess knowledge of all the scientific vocabulary and concepts covered in this block of learning Teaching: Review and assess knowledge on the classification of living things. Research the features of mammals and how they are adapted to their environment. Activities: Do a quiz to assess knowledge and understanding on all the learning in this block. Ask questions about mammals and research books and the internet to answer them. Design an interactive page to display your information. Vocabulary: Recapping on all vocabulary learnt so far in the block plus mammals, fur, hair, milk, adapted, environment Revisit topic question: What is classification? Quiz: What do we now know about living things and their habitats?</p>

Subject Composite: children will create an amazing interactive book that explains all about our incredible world of living things and present their understanding of the unit to explain living things and their habitats, classification and use scientific language.

Impact: children will recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment and recognise that environments can change and that this can sometimes pose dangers to living things **Hooks for future learning:** (Y5/6): Evolution and inheritance, Human reproduction and aging.

Art and Design

Intent: The project 'Vista' teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere. **Hooks from old learning:** (Y1/2) Street View and Still Life.

Lesson	Sequence of Learning
1	<p>WALT: Choose an interesting or unusual perspective or viewpoint for a landscape Explore the What is a landscape? presentation. Afterwards, discuss the meaning of the term 'landscape' and consider the examples of famous landscapes. To compose their work, some artists use a tool called a 'viewfinder'. Show the children a viewfinder and demonstrate how to compose a view using the tool. Working outdoors and using individual viewfinders, encourage the children to seek out interesting perspectives and describe how their compositions fit inside or overlap their frame. After a period of exploration, the children select a view they think would be interesting to sketch and draw a thumbnail sketch of the view in their sketchbook, focusing on relative proportion, line and shape.</p>
2	<p>WALT: Compare and contrast significant people, artwork and movements. Explore examples of mountainous landscapes. Encourage the children to discuss their initial observations about both the compositions and techniques the artists use. After the initial discussion, the children select two paintings to compare and contrast. At the end of the session, the children share their findings and express an opinion about which landscape they prefer and why. They may also carry out online research about one of the pictures.</p>
3	<p>WALT: Use the properties of pen, ink and charcoal to create a range of effects in drawing. Children explore Atmospheric images and discuss what they notice about the use of shading, tone and light in the various images. The images are good examples of a technique called atmospheric perspective. The children explore each technique in their sketchbooks, using fine line pens, ink, watercolour paints and soft pencils. Children explore the concept of atmospheric perspective further and manipulate photographic images of mountains digitally to make them black and white or deepen shades or tones. The children will discuss the effects created and appearance of atmospheric perspective in each picture.</p>
4	<p>WALT: Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Discuss warm and cool colours and the effects of combining colour. Challenge the children to create a variety of thumbnail colour combinations that communicate a sense of warmth or coolness. The children share and compare their colour studies and discuss their findings. The children explore the relationship between colour, further using digital art tools on computers and tablets.</p>
5	<p>WALT: Give constructive feedback to others about ways to improve a piece of artwork. The children display their suite of work, including their finished pieces. The children will view others' work, stating what they think and feel about it. They will consider what worked well and what might have been improved upon, paying attention to the composition, use of perspective and colour. The children will talk about their pieces, describing what ideas they incorporated into their work, why they used a method or approach, how their finished work matches their initial ideas and how they used information collected from their smaller studies to inform their work.</p>

Subject Composite: children to display their finished work for a parent visit or for the school website. The children will also evaluate their work and feedback on the work of others.

Impact: Children improve their mastery of art and design techniques, learn about great artists, architects and designers in history, create, evaluate and analyse creative works using the language of art, craft and design.

Hooks for new learning: (Y5/6) Make Do and Mend.

Art and Design

Intent: The project 'Animal' teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.

Hooks from old learning: (Y1/2) Street View and Still Life

Lesson	Sequence of Learning
1	<p>WALT: Compare and contrast significant people, artwork and movements</p> <p>Introduce the theme of animals in art by showing the children the significance of animals in art video. Use this as a starting point for a class discussion, focusing on the significance of animals as historical, religious and cultural icons and how artists portray animals in their work. Invite the children to look more closely at examples of animal art, by sharing the Animals in art Pinterest board and completing at least one of the Compare and contrast activity sheets. Work with a partner to discuss the questions, sharing their thoughts, ideas and opinions, before presenting findings to the wider group. Children will sketch one of the artworks in their sketchbooks and write a short explanatory paragraph.</p>
2	<p>WALT: Generation of ideas Pencil, ink, charcoal and pen</p> <p>Welcome children to a drawing masterclass. Show 'How to draw animals' video on a large screen and instruct the children to draw the animals along with the artist. How to draw animals picture cards are also provided as a reference for the children to use as they draw. Pause and discuss the video as necessary and to reinforce or model any teaching points. After drawing all three animals with the artist, share and compare the children's work and discuss what they found challenging and enjoyable.</p>
3	<p>WALT: Combine a variety of printmaking techniques and materials to create a print on a theme</p> <p>Introduce the theme of the lesson by sharing the 'Animal patterns and textures' video. Ask the children to note down the different animal coverings, including the visual qualities of pattern, colour and texture. Invite the children to explore animal coverings further by completing one or more of the activities on the Animal printing instructions. Demonstrate the techniques that the children will be using and work alongside them to support and reinforce techniques as needed. At the end of the session, invite the children to share and compare their work, saying what they have learned about the visual elements of animal coverings.</p>
4	<p>WALT: Use clay to create a detailed or experimental 3-D form.</p> <p>Recap on what the children have already learned about animal sculpture. Explain that they will be practicing clay skills that will help them with their innovate challenge. Model the clay skills shown on the Clay skills recording sheet and allow the children to ask and answer questions as you demonstrate. At the end of the session, share what the children have learned, including asking them to demonstrate any of the skills. Roll the clay back into a ball at the end of the session and keep it in an airtight container for the innovate challenge.</p>
5	<p>WALT: Give constructive feedback to others about ways to improve a piece of artwork</p> <p>Invite the children to share and compare their learning experiences. Questions to include 'What did you find most challenging in this project? What have you learned about the significance of animals in art? How successful do you think you were in your work? How might you change to make it more effective?' Children to pair up to discuss and evaluate each others' work from the innovate challenge. Finally, involve the children in deciding how their terracotta horses should be displayed.</p>

Subject Composite: children to display their finished work for a parent visit or for the school website. The children will also evaluate their work and feedback on the work of others.

Impact: Children improve their mastery of art and design techniques, learn about great artists, architects and designers in history, create, evaluate and analyse creative works using the language of art, craft and design

Hooks for new learning: (Y5/6) Make Do and Mend.

Design and Technology

Intent: The project 'Functional and Fancy Fabrics' teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.

Hooks from old learning: (YR, Y1/2) Cut, Stitch, Join.

Lesson	Sequence of Learning
1	<p>WALT: Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>Ask the children to define the word 'fabric', then draw on their previous learning to recall different fabrics, their properties and uses. Explore the Fabric presentation and revisit and introduce new information about fabrics. Encourage the children to use the vocabulary on the final slide to talk about fabrics' properties. In groups, the children receive a basket of fabric. Each fabric will be labelled either natural or human-made. Children explore and investigate the fabrics and record their observations. The children will compare and discuss their findings.</p>
2	<p>WALT: Create and complete a comparison table to compare two or more products</p> <p>Discuss the design features of some home products and identify their characteristics. In groups, the children explore a different home product on each table. Ask each group to examine their product and identify and discuss its design features. Children record their observations and feedback their findings. Were there any design features that were common to all the products studied?</p>
3	<p>WALT: Explain how and why a significant designer or inventor shaped the world.</p> <p>Explore William Morris, an influential product designer of the 20th century. To introduce the designer, invite the children to work in pairs to read the William Morris information sheet. Children then discuss and write answers to the questions included. At the end of the session, invite the children to discuss and answer each question collectively to summarise the significance of William Morris.</p>
4	<p>WALT: Hand sew a hem or seam using a running stitch.</p> <p>Introduce the term 'hem' and explain its purpose. Provide examples of garments and home products with and without a hem and encourage children to find hems on their clothes. Children to think about the benefits of a hem, including the overall quality of the finished product. To demonstrate the method, show children the Sewing a hem video. In groups, the children receive a set of practical resources and a raw-edged fabric swatch. With adult support available, the children sew a hem around their fabric swatch. At the end of the session, encourage the children to evaluate the success of their sewing and identify improvements.</p>
5	<p>WALT: Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p> <p>Display the children's designs, fabric samples and photographs in a large open space so they can walk around and view each other's work. Encourage them to look at the fabrics and make positive and constructive comments. Ask them to review their work by completing the Printed fabric evaluation sheet. Encourage them to share what they think went well and what they could do to improve their finished product.</p>

Subject Composite: The children design and make a fabric sample.

Impact: children learn the techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.

Hooks for new learning: (Y5/6) Make do and mend.



Misty Mountain, Winding River

Spring Year A

Tater Du Class (Y3/4)

Sequence of Lessons



Computing

Intent: In Spreadsheets (Y3), The children will

- add and edit data in a table layout.
- find out how spreadsheet programs can automatically create graphs from data.
- introduce the 'more than', 'less than' and 'equals' tools.
- introduce the 'spin' tool and show how it can be used to count through times tables.
- introduce the Advanced mode of 2Calculate.
- learn about describing cells using their addresses.

Hooks from old learning: (YR, Y1, Y2) Spreadsheets, Pictograms, Questioning, Exploring Purple Mash, Effective Searching, Presenting ideas.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: Create Pie Charts and Bar Graphs</p> <p>Aim:</p> <ul style="list-style-type: none"> • To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data.
2	<p>WALT: More Than, Less Than and Spin Button Tools</p> <p>Aim:</p> <ul style="list-style-type: none"> • To introduce the 'more than', 'less than' and 'equals' tools. • To introduce the 'spin' tool and show how it can be used to count through times tables.
3	<p>WALT: Advanced Mode and Cell Addresses</p> <p>Aim:</p> <p>Aims</p> <ul style="list-style-type: none"> • To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.

Subject Composite: Children will 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.

Impact: will be able to create a table of data on a spreadsheet. Use a spreadsheet program to automatically create charts and graphs from data. Use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Use the 'spin' tool to count through times tables. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Find specified locations in a spreadsheet.

Hooks for new learning: Spreadsheets, Databases, Spreadsheets with MS Excel or Google Sheets, Writing for Different Audiences, Effective Searching, Concept Maps, Word Processing, Blogging, Text Adventures.



Misty Mountain, Winding River

Spring Year A

Tater Du Class (Y3/4)

Sequence of Lessons



Computing

Intent: In Touch Typing (Y3): Typing, as with handwriting, needs regular practice and although the unit will give the children a basic understanding regular and consistent practice is needed over the next 4 years to ensure typing skills develop. As well as the activities suggested in these plans there are numerous other activities for the children to access.

Hooks from old learning: (YR, Y1, Y2) Exploring Purple Mash, Effective Searching & Presenting Ideas

Lesson	Sequence of Learning
1	<p>WALT: understand Home, Top and Bottom Row Keys</p> <p>Aim:</p> <ul style="list-style-type: none">• To introduce typing terminology.• To understand the correct way to sit at the keyboard.• To learn how to use the home, top and bottom row keys. <p>Success Criteria:</p> <ul style="list-style-type: none">• Children understand the names of the fingers.• Children understand what is meant by the home, bottom, and top rows.• Children have developed the ability to touch type the home, bottom, and top rows.
2	<p>WALT: understand Home, Top and Bottom Row Keys (Consolidation)</p> <p>Aim:</p> <ul style="list-style-type: none">• To practice and improve typing for home, bottom, and top rows. <p>Success Criteria:</p> <p>Children can use two hands to type the letters on the keyboard.</p>
3	<p>WALT: understand Left keys</p> <p>Aim:</p> <ul style="list-style-type: none">• To practice the keys typed with the left hand. <p>Success Criteria:</p> <ul style="list-style-type: none">• Children can touch type using the left hand.
4	<p>WALT: understand Right keys</p> <p>Aim:</p> <ul style="list-style-type: none">• To practice the keys typed with the right hand. <p>Success Criteria:</p> <ul style="list-style-type: none">• Children can touch type using the right hand.

Subject Composite & Impact: Children will have developed their touch-typing skills and understand how to touch type using the home, bottom and top row keys using both hands. Children can apply these skills to all units. Most children will be able to reflect upon how successful they have been with their typing skills and are able to compare their current progress against previous (Unit 3.4 All lessons).

Hooks for new learning: Email (Year 3), Writing for Different Audiences and Effective Searching (Year 4), Concept Maps and Word Processing (Year 5), Blogging and Text Adventures (Year 6)

Sequence of learning

Music

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop!

Hooks from old learning: All previous music units.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: Stop! Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm ups b. b. Start to learn Stop! - the sung and rapped chorus, A and B <p>Performance - Perform /share the learning from this step.</p>
2	<p>WALT: Gotta Be Me by Secret Agent 23 Skidoo Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm-ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps d. Performance - Perform /share the learning from this step.
3	<p>WALT: Radetzky March by Strauss Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm-ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
4	<p>WALT: Ho Gaya Sharabi by Panjabi MC Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm-ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
5	<p>WALT: Libertango by Astor Piazzolla Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm-ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
6	<p>WALT: Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas Listen and Appraise the song Musical Activities</p> <ul style="list-style-type: none"> a. Games and vocal warm-ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps d. Performance - Perform /share the learning from this step.

Subject Composite: Prepare and perform/share Stop! - rapped examples, own compositions or a combination of the two.

Impact: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Hooks for new learning: (Y5/6) All future units.

Music

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean on me by Bill Withers

Hooks from old learning: All previous music units.

Lesson	Sequence of Learning
1	<p>WALT: Lean On Me by Bill Withers Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm ups. b. Start to learn Stop! - the sung and rapped chorus, A and B. <p>Performance - Perform /share the learning from this step.</p>
2	<p>WALT: He Still Loves Me by Walter Williams and Beyoncé Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups. Learn Lean On Me by Bill Withers - option to learn the rapped examples. Option to compose own raps. Performance - Perform /share the learning from this step.
3	<p>WALT: Shackles by Mary Mary Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups. Learn Lean On Me by Bill Withers - option to learn the rapped examples. Option to compose own raps. <p>Performance - Perform /share the learning from this step.</p>
4	<p>WALT: Amazing Grace by Elvis Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups. Learn Lean On Me by Bill Withers - option to learn the rapped examples. Option to compose own raps. <p>Performance - Perform /share the learning from this step.</p>
5	<p>WALT: Ode To Joy Symphony No 9 by Beethoven Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups. Learn Lean On Me by Bill Withers - option to learn the rapped examples. Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
6	<p>WALT: Lean On Me by The ACM Gospel Choir Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups. Learn Lean On Me by Bill Withers - option to learn the rapped examples. Option to compose own raps. Performance - Perform /share the learning from this step.

Subject Composite: Prepare and perform/share Lean on me.

Impact: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Hooks for new learning: (Y5/6) All future units.

RE

Intent: In 'In How do festivals and worship show what matters to a Muslim? the children will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.

Hooks from old learning: (Y1/2) - Who is a Muslim and how do they live? (Parts 1 and 2)

Lesson

Sequence of Learning

1	<p>Engagement: : How do festivals and family life show what matters to a Muslim?</p> <p>WALT: answer the question: How do festivals and family life show what matters to a Muslim?</p> <p>Share the big question for the unit with pupils; and ask what they already know about this topic and what they want to find out. Show pupils a picture of a mosque. Share the words Islam, Muslims and Salaam with pupils. Identify that all words include 'slm', explain that 'slm' is the root of all 3 of the Arabic word's pupils have looked at, and that it means 'peace'. When Muslims greet each other, they often use the greeting As salaam alaikum which means peace be with you. .</p> <p>Share the word 'submission' with pupils and discuss its meaning. Muslims try to submit to Allah by trusting Allah with everything that they have.</p>
2	<p>WALT: answer the question: What does the opening chapter of the Qur'an teach Muslims about God?</p> <p>Recap the last lesson with pupils by using the sticky knowledge quiz slides. Remind pupils of the meanings of the words 'submission' and 'peace'. Show pupils a diagram of the five pillars of Islam. Ask pupils to talk through each of the pillars and explain what they mean. For many Muslims an important part of the five pillars is the intention to try to live them out. Show pupils a picture or a copy of the Qur'an. Today we are going to be finding out about what the first chapter teaches Muslims about Allah (God). Muslims believe that the words in the Qur'an were first given to the Prophet Muhammad at Mount Hira. Watch a film clip about the Qur'an.</p>
3	<p>WALT: answer the question: Why does prayer matter to Muslims?</p> <p>Recap the previous lessons with pupils using the sticky knowledge quiz slides. Remind them of the meanings of the new vocabulary that they have encountered so far (submission, Tawhid and peace). How do these words link to Muslim worldviews? Ask pupils what they can remember about Muslim prayer. Unpick any misconceptions. Remind pupils that prayer in Islam is called Salah. Talk through how many Muslims try to pray five times a day and that they pray facing the Holy city of Makkah. Have a selection of prayer mats to share with pupils, ask them to explain how the prayer mats are the same and how are they different. Muslims wash before prayer by performing a ritual called wudu. Show pupils a film that focuses on wudu. In the mosque, men and woman usually pray in different areas so that they do not distract each other. When Muslims pray in a mosque, they pray shoulder to shoulder facing Makkah together.</p>
4	<p>WALT: answer the question: Why is the mosque a special place for Muslims?</p> <p>Recap previous lessons using the sticky knowledge quiz slides. Discuss why prayer is important for Muslims and how this might differ at home and in the mosque. This time, we are going to be focusing on why the mosque is a special place for Muslims. Show pupils a range of images of mosques from around the world. What do you notice about these mosques? Can you describe any of the key features? Take a tour of the Mosque using the Holy Cribs new Mosque tour https://youtu.be/Ca4X9EpmaOE What did you notice about the mosque? What did you learn? Are you able to answer your research question from the start of the lesson? Show pupils the cross section of the mosque.</p>
5	<p>WALT: answer the question: Why do Muslims celebrate at the end of Ramadan?</p> <p>Recap the last lesson and prior learning within the topic by using the sticky knowledge quiz slides. Show pupils a diagram or picture of the five pillars of Islam and ask them to explain what each of these represent. Discuss the importance of prayer and make links to what the pupils learnt last time. Introduce the pillar of Sawm and explain that this means fasting during the holy month of Ramadan. For a whole month, Muslims do not eat or drink during the hours of daylight so that they can focus on Allah and not get distracted. Show pupils a clip about Ramadan. Ask pupils why they think Muslims celebrate with Eid at the end of Ramadan. For Muslims it is a celebration of making it through the month of fasting and that Allah has supported them with this. Ramadan is not just about not eating or drinking but also about thinking about people who are too poor to afford food and what this must be like, praying more, reading the Qur'an more and giving up bad habits..</p>
6	<p>WALT: answer the unit question: How do festivals and family life show what matters to a Muslim?</p> <p>Use the sticky knowledge quiz slides to recap the key knowledge for the unit with pupils. Look back over their learning within each session and discuss any misconceptions that may have occurred. Encourage pupils to fill in the assessment sheets for this unit.</p>

Subject Composite: Children will be able to explain what Islam is and why festivals and worship are important to Muslims. They will make connections between beliefs about God and ibadah. They will demonstrate this in an explanation and presentation in class. **Impact:** Children will have a good knowledge about Islam and what festivals and worship Muslims perform. **Hooks for new learning (Y5/6)** What does it mean to be a Muslim in Britain today?

Misty Mountain, Winding River

Spring Year A

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'How do festivals and family life show what matters to Jewish people?' pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. Hooks from old learning: (Y1/2) - Who is Jewish and how do they live? (Parts 1 and 2)

Lesson

Sequence of Learning

1	<p>Engagement: How do festivals and family life show what matters to Jewish people?</p> <p>WALT: understand what many Jewish people do to mark Shabbat</p> <p>Recap what learning the pupils have of Judaism. Explain that we are going to learn more about the festival of Shabbat. Show video from 'My Life, My religion'. Can they summarise three things that happen during Shabbat? Explain that pupils are going to be answering the question 'why do many Jews celebrate Shabbat?'. Explore the Torah, which for man Jews gives stories about God and information on how to live. Elicit that Shabbat is based in Torah: Jews rest on Shabbat because God rests in the story of creation and because the 4th of the Ten Commandments instructs a weekly day of rest. On Saturday, some Jews will go to synagogue to mark Shabbat. Look at a case study of one synagogue to see what happens in their Shabbat service. What happens during worship at a church and a synagogue? Gather all the information that pupils have learnt together about Shabbat and write summary sentences.</p>
2	<p>WALT: explore what Shabbat looks like in the UK today</p> <p>Use retrieval practice to recap learning on Shabbat from the previous lesson. Explain to the pupils that they are going to be building on their work last lesson, to find out what Shabbat looks like in the UK today. Show the data about who observes Shabbat. Ask: How could we find out more about Shabbat? Elicit that we could speak to some Jewish people to understand more. Look at comments from Orthodox and Progressive Jews. Orthodox Jews follow a different interpretation of Torah than Progressive Jews. Ask: What is similar and what is different about their comments? Ask what pupils think it might be like to be a Jewish child in the UK. Explain that some Jewish children will go to Jewish schools. How are they organised to fit around Shabbat? Look at the timetable from a Jewish school and note how school may finish at various times to accommodate Shabbat.</p>
3	<p>WALT: explore what different Jewish people celebrate at Rosh Hashanah</p> <p>Ask pupils to think about New Year. Ask: What do many people in the UK do at New Year? Show the two images from Jewish homes from page 7 of Exploring Jewish Worldviews by RE Today. Explain that these are from the inside of two Jewish homes at the festival of Rosh Hashanah. Introduce the festival by playing the clip from 'My Life, My Religion' BBC Two - My Life, My Religion, Judaism, Rosh Hashanah. Ask pupils what Charlie is doing for Rosh Hashanah (the start of the Ten Days of Awe). Explain that the challah bread is round at Rosh Hashanah, rather than its usual plaited shape. This is to symbolise the year going round. Jewish families may have slightly different traditions depending on where their families may have originally come from. Share the quotes from Avi and Hannah. Explain that at Rosh Hashanah, plenty of Sephardi Jewish people have a Rosh Hashanah seder meal where they eat many different, symbolic foods.</p>
4	<p>WALT: understand what happens at Yom Kippur</p> <p>Recap the last lesson and explain that this time we are going to be finding out about what happens at the end of the Ten Days of Awe – Yom Kippur. What does 'holy' mean? Explain it means 'set aside' or 'set apart': make connections to a 'holy' book or holy place in a religious building. Watch the rest of 'My Life, My Religion, Judaism. Explain that many Jews will go to synagogue (on Yom Kippur, or on both Rosh Hashanah and Yom Kippur) – even if they do not usually. Explain that the story of Jonah is often read on Yom Kippur in synagogue. Explain that forgiveness and saying sorry is important for lots of Jewish people during the Ten Days of Awe, including Yom Kippur, and many Jews will say sorry to people they have wronged in the past year. STEP 4: Replay the clip. Ask how Charlie feels at the end of Yom Kippur. Explain many Jews will fast for 25 hours at Yom Kippur, focusing on the meaning of the day rather than food and luxuries. Ask: How might Jewish people feel at the end of this period? Explain that during the Ten Days of Awe (at the ceremony of Tashlich on Rosh Hashanah) some Jewish people get rid of their bad deeds by symbolically throwing them into water.</p>
5	<p>WALT: understand the story of Pesach</p> <p>Recap key information and vocab from previous lessons. Ask pupils if they know what the word 'freedom' means? Ask: How might it feel to be free? Explain that pupils are going to hear one of the most famous stories in the Torah. It is a story they will already have heard. The story of Moses. Focus on the feelings of the children of Israel as slaves. End with the preparations for leaving Egypt, marking doors etc.</p>
6	<p>WALT: understand why many Jews celebrate Passover every year</p> <p>Recap the story of the Exodus from last time. Have pupils explain the words 'slavery' and 'freedom.' Use the artefact of the Passover plate from the Jewish Museum: Passover Plate - The Jewish Museum London Show how the plate contains images of the Exodus and the Plagues. Explain that every year, many Jews remember the story of Exodus by celebrating Passover. Explain that this is a huge event in many Jewish families - show a video clip about preparation; pupils list what many Jewish people will do – clean the house, remove all crumbs, have separate crockery for the meal. A section of My life my religion shows this well. Explore the Seder meal – making links to the Rosh Hashanah Seder earlier in the lesson. Pupils should bring their learning together to answer the big question How do festivals and family life show what matters to Jewish people?</p>

Subject Composite: Children will be able to explain what Judaism is and why festivals and worship are important to Jews. They will make connections between beliefs about God and celebrations. They will demonstrate this in an explanation and presentation in class. **Impact:** Children will have a good knowledge about Judaism and what festivals and worship Jews perform. **Hooks for new learning (Y5/6)** Why is the Torah so important to Jewish people?

Spanish

Intent: In 'My body', children learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. Children ask and answer questions using the topic vocabulary, read and write simple words, link un/una to masculine and feminine nouns, 'y' to link several items in a sentence. **Hooks from old learning:** Previous Y3/4 Spanish units.

Lesson	Sequence of Learning
1	<p>Engagement: Can you name body parts in Spanish? WALT: follow classroom instructions Aim: Listen attentively to spoken language and show understanding by joining in and responding; in the context of giving and following classroom instructions. To give and respond appropriately to instructions. Success criteria: I can say instruction words/phrases. I can do the correct action for an instruction. I can match an instruction to its illustration.</p>
2	<p>WALT: name parts of the body Aim: Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language; in the context of naming body parts. To read, listen and respond to vocabulary about parts of the body. To demonstrate my understanding with actions. Success criteria: I can listen to, repeat and read the names of different body parts. I can sing a song in Spanish. I can point to the correct part of the body for each word.</p>
3	<p>WALT: follow instructions in Spanish Aim: Listen attentively to spoken language and show understanding by joining in and responding; in the context of everyday actions. To understand and respond to action words. Success Criteria: I can listen to action words and show what to do. I can join in a game using the action vocabulary.</p>
4	<p>WALT: listen and repeat Spanish words for colours Aim: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours. To recognise and repeat colour words accurately. Success Criteria: I can listen to and repeat Spanish words for colours carefully. I can match the correct word to the correct colour</p>
5	<p>WALT: name clothes in Spanish Aim: Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns; in the context of clothing. To recognise and say masculine and feminine clothing nouns Success Criteria: I can name clothes in Spanish. I can use un and una appropriately for masculine or feminine nouns. I can ask and answer questions about what's in the wardrobe.</p>
6	<p>WALT: name clothes and accessories in Spanish Aim: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns in the context of clothing. To use simple conjunctions to link vocabulary for clothes and accessories. Success Criteria: I can name clothes and accessories in Spanish. I can say what I am wearing. I can ask someone else what they are wearing. I can use 'y' to link several items of clothing.</p>

Subject Composite: children will present their knowledge of body parts, colours and instructions in Spanish to another class.

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 (Y3/4,5/6) All future Spanish lessons

Misty Mountain, Winding River

Spring Year A

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

Intent: In 'Dreams and Goals' (Year 4), children focus on their dreams and goals to create 'Our Garden of Dreams and Goals'.

Hooks from old learning: Previous 'Dreams and Goals' units for each Year Group.

Lesson	Sequence of Learning
1	<p>WALT: understand hopes and dreams</p> <p>Learning intention: I can tell you about some of my hopes and dreams.</p> <p>Social and emotional development learning intention: I know how it feels to have hopes and dreams.</p>
2	<p>WALT: understand broken dreams</p> <p>Learning intention: I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>Social and emotional development learning intention: I know how disappointment feels and can identify when I have felt that way.</p>
3	<p>WALT: understand overcoming disappointment</p> <p>Learning intention: I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>Social and emotional development learning intention: I know how to cope with disappointment and how to help others cope with theirs.</p>
4	<p>WALT: understand creating new dreams</p> <p>Learning intention: I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Social and emotional development learning intention: I know what it means to be resilient and to have a positive attitude.</p>
5	<p>WALT: understand achieving goals</p> <p>Learning intention: I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>Social and emotional development learning intention: I can enjoy being part of a group challenge.</p>
6	<p>WALT: say We Did It!</p> <p>Learning intention: I can identify the contributions made by myself and others to the group's achievement.</p> <p>Social and emotional development learning intention: I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p>

Subject Composite: children help fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals.

Impact: : children learn being motivated when something is challenging, to keep trying, working well with others, having a positive attitude, achieving goals and working hard to achieve them.

Hooks for new learning (Y3/4, Y5/6): All future 'Dreams and Goals' units.



Misty Mountain, Winding River

Spring Year A

Tater Du Class (Y3/4)

Sequence of Lessons



PSHE

Intent: In 'Healthy Me', children fit together the six pieces of learning about being healthy to create 'The Happy, Healthy Me Recipe Book'

Hooks from old learning: Previous 'Healthy Me' units for each Year Group.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: understand My Friends and Me</p> <p>Learning intention: I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>Social and emotional development learning intention: I can identify the feelings I have about my friends and my different friendship groups.</p>
2	<p>WALT: understand Group Dynamics</p> <p>Learning intention: I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>Social and emotional development learning intention: I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p>
3	<p>WALT: understand Smoking</p> <p>Learning intention: I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Social and emotional development learning intention: I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>
4	<p>WALT: understand Alcohol</p> <p>Learning intention: I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Social and emotional development learning intention: I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>
5	<p>WALT: understand Healthy Friendships</p> <p>Learning intention: I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>Social and emotional development learning intention: I can identify feelings of anxiety and fear associated with peer pressure.</p>
6	<p>WALT: Celebrate My Inner Strength and Assertiveness</p> <p>Learning intention: I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>Social and emotional development learning intention: I can tap into my inner strength and know how to be assertive.</p>

Subject Composite: children help fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'

Impact: : children learn about healthy friendships, group dynamics, the facts and effects of smoking and alcohol and their inner strengths and assertiveness.

Hooks for new learning (Y3/4, Y5/6): All future 'Healthy Me' units.