No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

History

Intent: Children will study how the transition from late Neolithic hunter-gatherers to early farmers influenced our relationship with the environment. We will then move on to look at the move to industrialisation - and the consequences - eventually arriving at the recent COP26 conference held in 2021 in Cornwall. **Hooks from old learning (Y3/4):** Extreme Earth

Sequence of learning

	Sequence of Learning
1	**Introduce topic question: How might global climate change affect the planet?** Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - How might global climate change affect us? **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the topic.
2	**WALhT: understand the consequences of moving from a hunter gatherer society.** **Why are we no longer a hunter gatherer society? What were the results of 'settling' in one location?** We will create a time line to show the main developments undertaken by humans from prior to our time as hunter gatherers. We will consider the huge shift that occurred following the agricultural revolution.
3	**WALhT: examine the changes brought about by the industrial revolution.** **What led to the industrial revolution? What were the implications for our energy requirements?** Children will track how the agricultural revolution eventually led to the industrial revolution. We will notice how humans moved en masse to towns and how basic needs (water, food and energy) were now met.
4	**WALhT: explore current energy usage around the world.** **Who uses what?** **Revisit and Reignite Learning** - an activity to simulate how the countries of the world provide and share energy needs. Children will be split into groups; some taking part in a decision making / sharing exercise; others will observe and record the behaviours of the participants.
5	**WALhT: understand how countries around the work negotiate about how to manage the world's energy needs.** **Who decides what? Who pays for it? Is it a fair system?** We will consider how the world's countries (and their leaders) reach decisions about managing the world's resources. What happens if countries cannot agree how to work together? Use COP26 as a case study.
6	**WALhT: how groups might influence decision makers.** **What is activism? Does it have a place in world wide decisions?** Linked to teaching about how democracy works, we will reflect on how individuals and groups have exercised a right to peaceful protest; and what that has achieved. What is an appropriate method of protest today? Hot Task Kahoot quiz: Sticky Knowledge - What do we **now** know about climate change?

Subject Composite: Children will debate about whether activism is a suitable strategy to help prevent climate change. And what other measures may help improve the situation.

Impact: Children will understand how our planet is being affected by increased industrialisation. They will consider how, as humans, we collectively every day make decisions about how we live – and the impact on our surroundings.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Geography

Intent: We will investigate changes to physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. We will link these changes to human geography: the distribution of natural resources including energy, food, minerals and water.

Hooks from old learning: Extreme Earth (LKS2), Out of this World (KS1).

Sequence of learning

	Sequence of Learning
1	**Introduce topic question: How might global climate change affect the planet?** Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - How might global climate change affect us? **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the topic.
2	**WALhT: describe and understand key aspects of human geography.** What do we need to survive? Children identify important features of a settlement site and list the resources a settlement needs to thrive. We consider and rank human needs by importance; finally describing how human needs have changed over time.
3	**WALhT: consider the distribution of natural resources including energy in the context of electricity generation and distribution.** Where does our energy come from? Children explore types of power station – coal, CCGT (Combined Cycle Gas Turbine), nuclear and pumped storage. We discuss the main features of each type of power generation and compare to pumped storage power stations.
4	**WALhT: identify what makes an energy source renewable.** What energy is renewable? Children identify some of the renewable methods of power generation used in the UK. They learn to explain how they work and describe the impact renewable sources have on UK electricity production.
5	**WALhT: explain where our food comes from.** Where does our food come from? Children examine various foods and determine their food miles (the distance an item has travelled from where it was produced to where it was consumed, including all the miles in the supply chain process.) The further an item travels, the more CO2 is likely to be released into the atmosphere, contributing to climate change.
6	**WALhT: understand the importance of conserving food, water and energy supplies.** **How can we save resources?** Children explore the terms efficiency and conservation. They identify ways to reduce food and water wastage. They also identify ways to reduce energy usage and their carbon footprint. Small changes can lead to a big impact. Hot Task Kahoot quiz: Sticky Knowledge - What do we **now** know about climate change?

Subject Composite: Wall display illustrating major changes linked to climate change.

Impact: Children will appreciate how change is occurring throughout the world; and how everyone is affected in many different ways.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

Science - Living Things and their Habitats

Intent: Children will understand about reproduction, learn about life cycles and consider endangered animals due to their habitat.
Hooks from old learning: previous learning about living things (KS1)

Lesson	Sequence of Learning
1	**WALhT: describe the life process of reproduction in some plants and animals (1).** How do living things continue to have offspring? We'll discuss sexual and asexual reproduction. After that, the children will re-visit Y3 work about flowers and how pollination and fertilisation occur. If possible we may dissect some flowers and use a magnifying glass to identify the relevant parts.
2	**WALhT: describe the life process of reproduction in some plants and animals (2).** How do some plants not need two parents? The context of the lesson is to now look at plants that reproduce asexually. We shall look at advantages and disadvantages of both methods and also carry out some hands on science by taking cuttings from a geranium. Spider plants and strawberries are other examples easily examined in the classroom.
3	**WALhT: to describe the life cycle of mammals.** How do mammals reproduce? In this lesson we move on from the reproduction of plants to mammals. As well as investigating the most usual method (placentals), we also look at marsupials and monotremes.
4	**WALhT: describe the process of reproduction** What did Jane Goodhall teach us? This lesson investigates the process of reproduction and the life cycle of a mammal by exploring Jane Goodall's work with chimpanzees. Our activity is to create posters supporting her work.
5	**WALhT: describe the differences in the life cycles of an amphibian and an insect.** How do life cycles differ? Children talk about animals they know that undergo metamorphosis. We use that information to compare the life cycle of amphibians and insects.
6	**WALhT: compare different life cycles .** Children identify the stages of a bird's life cycle. We will crack open an egg and identify the parts. This is a precusor to comparing the differeneces in the life cycles of a mammal, an amphibian, an insect and a bird.

Subject Composite: Invite parents in for a science workshop to share what we have learned
Impact: Children will know that there are different life cycles for different living things. They will understand about sexual and asexual reproduction.

No Planet B

Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Science – animals including humans

Intent: Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body.

Hooks from old learning: previous learning about animals (LKS2)

Sequence of learning

	Sequence of Learning
1	**WALhT: identify and name the main parts of the human circulatory system.** What goes on inside our bodies? Children recap their work in LKS2 on the human body and set out to learn to identify the main parts of the circulatory system. We will work in groups to complete diagrams with the correct labels.
2	**WALhT: describe the functions of the heart, blood vessels and blood.** What happens when we exercise? Children build on the work in the previous lesson, this time completing an investigation to measure some of the functions of the circulatory system. Using gentle exercise we will observe and measure what happens when we exert ourselves.
3	**WALhT: describe the ways in which nutrients and water are transported within animals, including humans.** How do we use water and food? In this lesson we will use a lot of colour (card, tissue paper, colouring pencils) to create diagrams of the digestive system. We will have a Kahoot quiz in teams to aid learning.
4	**WALhT: recognise the impact of diet and exercise on the way their bodies function.** How do we stay healthy? As we will be looking at the effect of diet and exercise on our health, we will invite a GB Olympian into the classroom to provide first hand experience of how they managed on their Olympic journey.
5	**WALhT: create an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.** What happens to our heart when we exercise? This lesson will be a practical investigation into how our heart rate (and pulse) is linked to our rate of exercise and effort. We will use finger pulses to measure heart rates and record our data in graph form.
6	**WALhT: recognise the impact of drugs on the way our bodies function.** How might drugs harm us? We will consider the information that is available demonstrating the effect on our bodies of drugs; mainly tobacco and alcohol. We will discuss why people might choose lifestyles that would seem to cause them harm.

Subject Composite: Invite parents in for a science workshop to share what we have learned
Impact: Children will be able to explain about our bodies and the systems working within them.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

Art and Design

Intent: Children will develop skills in drawing and watercolour to create their own botanical illustrations.

Hooks from previous learning: continue previous learning about sketching techniques and mixing colours for painting, along with brush technique (Stone Age to Bronze Age LKS2).

Lesson	Sequence of Learning
1	**WALhT: learn about the work of Georgia O' Keeffe.** Who was Georgia O Keeffe? Children will combine theory and practice in this lesson. We will look back at Georgia O' Keeffe's life and examine her style of art – how she combined abstract and realism. Children will then create a piece of abstract art based on a soundscape.
2	**WALhT: learn about the work of Maria Sibylla.** Who was Maria Sibylla? We move from abstract to the fantastic detail of Maria Sibylla's work. Children study the key moments of her life and are introduced to her drawings. They then start by creating basic outline sketches of leaves.
3	**WALhT: develop sketches of leaves and introduce colour.** How can we use colour in our sketces? We progress from outline sketches of leaves and introduce sketching flowers – and using colour.
4	**WALhT: choose local specimens for illustration - sketch and colour.** How can we draw a whole plant? We start to bring our practice and learning together. Children choose a local plant and decide what type of botanical illustration they will create. They sketch their first draft.
5	**WALhT: photograph and collate images to create a reference of local plants.** How can we record our sketches in an organised way? Children continue to develop their work. We start to photograph good examples and children decide which should be included in a local guide booklet.
6	**WALhT:** compare and evaluate work (with reference to both Georgia O' Keeffe and Maria Sibylla). How did we do? We spend the lesson reminding ourselves about the main features of the work of Georgia O' Keeffe and Maria Sibylla. Children assess how successful they have been in imitating some of these features – and assess how they might improve their work in the future.

Subject Composite: A collection of botanical illustrations of local plants.

Impact: Children will be able to compare botanical illustrations and recognise the main features of this type of art. They will be able to imitate some of these in their own work.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

Design and Technology

Intent: Children have the necessary skills to be able to design and manufacture a scale model sear from green wood.

Hooks from previous learning: Observing the properties and peeling green wood during outdoor learning (forest school); making catapults during Invaders and Settlers (LKS2)

Lesson	Sequence of Learning
1	**WALhT: examine basic green woodworking tools.** What is green wood working? Children will be introduced to basic green woodworking tools (ax, mallet, shave horse, drawknife). They will learn about the properties of green wood and try using some of the tools.
2	**WALhT: investigate some chairs and stools made from green wood.** How are seats designed? Children will examine some pieces of seating furniture, discussing how they were constructed. We will build a flow chart of the different stages in the correct sequence.
3	**WALhT: design a piece of furniture.** How could we make a scale model? Children will decide what they would like to manufacture; and to what scale. They will draw a diagram (with labels) of their design and produce a list of the necessary materials.
4	**WALhT: manufacture a piece of model furniture from green wood.** How do we shape the wood? A very practical lesson, in which children are taught basic techniques of green wood working. They will shape legs and a seat for their chair. We will discuss how green wood shrinks as it seasons; and how this should be taken into account.
5	**WALhT: assemble materials to a finished item.** How do we assemble the finished materials? Working in teams, children will help each other assemble their finished materials into a finished item. Stability will be assisted by either wood glue or the use of wedges.
6	**WALhT: evaluate the finished items.** How did we do? Children reflect on the lessons learned. They evaluate what worked well and what could be improved. Some of the evaluation is done at a plenary meeting, some on an individual basis.

Subject Composite: Children to design and make a model seat from green wood.
Impact: Children will feel confident to use tools to work with green wood.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Computing – video editing

Intent: Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

Sequence of learning

Lesson	Sequence of Learning
1	**WALhT: understand what video is.** What is video? Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos.
2	**WALhT: understand filming techniques.** How does a camera work? Learners will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles.
3	**WALhT: use a storyboard.** How do we use a storyboard? Learners will use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work.
4	**WALhT: plan a video** How do we plan a video? Learners will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. Learners will use their storyboards to film the first scene of their videos.
5	**WALhT: import and edit video.** How do we import and edit a video? Learners will film the remaining scenes of their video, and then import their content to video editing software. They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.
6	**WALhT: evaluate their video.** How did we do? Learners will complete their video by removing unwanted content and reordering their clips. They will then export their finished video and evaluate the effectiveness of their edits. Finally, they will consider how they could share their video with others.

Subject Composite: Learners will use a storyboard to explore a variety of filming techniques, which they will then use in their own video project.
Impact: This unit progresses learners' knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video.

No Planet B
SpringYear A
Tregonning Class (Y5/6)
Sequence of Lessons

Computing – web page creation
Intent: Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.

Sequence of learning

	Sequence of Learning
1	**WALhT: understand what makes a good website.** What makes a good website? In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.
2	**WALhT: how to lay out a web site.** How do I lay out a web site? Learners will look at the different layout features available in Google Sites and plan their own web page on paper.
3	**WALhT: explore how copyright works.** What is copyright? During this lesson learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.
4	**WALhT: preview how a web site appears.** How does a website appear in different places? Learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.
5	**WALhT: organise and link different web pages.** How can I link web pages? During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together).
6	**WALhT: consider whether to provide links to other web pages.** What should I consider if I link to other web pages? Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work.

Subject Composite:
Children will design and create their own web pages. They will appreciate the issues of copyright and linking safely to other web addresses.
Impact: This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.

No Planet B
Spring 1 Year A
Tregonning Class (Y5/6)
Sequence of Lessons

RE

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. **Why do Hindu's try to be good?**

Hooks from old learning: Hindu life in Britain today (Unit L2.2).

Sequence of learning

	Sequence of Learning
1	**Engagement:** What is Brahman? **WALhT identify and explain Hindu belief about Brahman using technical terms accurately.** RECAP Remind the children of previous knowledge/learning of Hinduism. Print 5 pictures and words linked to Brahman that pupils will hopefully remember from earlier work. These pictures and words should be: 1) Aum symbol 2) The word 'Brahman' 3) An image of two hands placed together, alongside the word 'namaste' 4) A picture of various Hindu deities that pupils encountered 5) An image of the trimurti (Brahma, Vishnu and Shiva) What do we already know? Share ideas as a class. Watch BBC video of Hindu children talking about what is important to them as Hindu people and why.
2	**Investigation:** What is atman? What can be learned about atman through a Hindu story? **WALhT identify and explain Hindu belief about atman using technical terms accurately** Ask pupils to recap what they know about Brahman. Explain that in Hindu belief, all animals and humans have a spark of Brahman inside of them. This spark of Brahman inside each living creature is called 'atman'. The 'atman' is pure, eternal, unchanging. This is someone's true self, but it is tangled up with a creature's physical body. Read the man in the well, explaining that it is a story from the sacred text the mahabrata. Chn sketch the key events/ideas of the story as it is read. Discuss the story and it's meaning. Write a definition of the word atman.
3	**Investigation:** Samsara: why is atman important? What else is important? **WALhT Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately. WALhT Explain how the story of the man in the well relates to Hindu beliefs about samsara, moksha, etc** Recap the story of the man in the well. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives determine the new physical body that the atman is born into. This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma. Write a definition of these words. Introduce the word 'dharma' and explain that one meaning of this in Hinduism is 'duty'. Add to definitions. Discuss how these are linked together and how they link to the text. Write a letter of advice to the man in the well.
4	**Investigation:** How does dharma affect the way that someone might live their life? **WALhT Identify and explain dharma accurately using technical terms.** Ask pupils to recall the meaning of the word 'dharma'. Pupils choose an adult they know well e.g. parents, carers, grandparents or school staff. They write down all the duties that they think their chosen person will have performed during the day. Are these duties important? How do they compare to a child's duties? One person's dharma is not necessarily exactly the same as another's. Even if the two people are at the same stage of life. Introduce the traditional Hindu idea of ashramas - four main stages of life: student, householder, retired and renounced. Outline each group; give pupils four coloured pieces of paper – one to represent each stage. Then read out some ideas from the selection below and get pupils to hold up the colour to show which stage they think the duty applies to, explaining why. Add more definitions to our key words.
5	**Evaluation:** What example does Gandhi set about how to live and to be good? What can I learn from Hindu ideas? How do these ideas affect my life? **WALhT Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of View. I can talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of a Hindu person that I have found out about.** Share the story of Gandhi and discuss the concept of ahimsa. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning harmlessness or non-violence. Discuss the inspirational characteristics that Gandhi showed during his life. Share and discuss some quotes from Gandhi: • "In a gentle way you can shake the world." • "If all Christians acted like Christ, the whole world would be Christian." • "First they ignore you, then they laugh at you, then they fight you, then you win." • "An eye for an eye and everyone shall be blind." • "Whenever you are confronted with an opponent, conquer him with love." **What impact could Gandhi's teachings have?** Discuss some of the situations that people find difficult, or think are wrong around the school. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation
6	**Expression:** Why do Hindus try to be good? **WALhT Make clear connections between Hindu beliefs about dharma, karma samsara and moksha and ways in which Hindus live. WALhT Give evidence and examples to show how Hindus put their beliefs into practice in different ways. WALhT Make connections between Hindu beliefs studied (e.g.karma and dharma), and explain how and why they are important to Hindus.** Show pupils a simple diagram of Samsara. Remind them that achieving moksha will depend on many aspects including someone's karma, whether they do their dharma, whether they are focused enough on atman and Brahman.Watch this clip to revise the whole unit of work: https://www.bbc.co.uk/programmes/p02n5v2q Ask the pupils to discuss in pairs the answer to the question: 'Why do Hindus try to be good?' What do we know? Encourage using the vocab we heave earnt in the unit. Do we have any more questions? Chn write at least a paragraph to answer the key question.

Subject Composite: Create a piece of writing titled, Why do Hindu's try to be good?

Impact: Children will know about Hindu ideas of samsara, dharma, karma and be able to talk about them. They will be able to talk confidently about how the Hindu beliefs impact the behaviour of Hindu people.

No Planet B
Spring 2 Year A
Tregonning Class (Y5/6)
Sequence of Lessons

RE

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. **What did Jesus do to save human beings?**

Hooks from old learning: L2.5 Why do Christians call the day Jesus died, Good Friday?

Sequence of learning

Lesson	Sequence of Learning
1	**Engagement:** What did Jesus do to save human beings? What happened during Holy Week? **WALhT know the key events during the last days of Jesus' life.** Provide a selection of artwork and texts depicting the last days of Jesus' life. Chn to match them and put them in correct order in groups. Recap and revise events of Holy week. Chn create extended writing of events of Holy week.
2	**Investigation**: Who was responsible for Jesus' death? Why did Jesus die? **WALhT explain what Christians mean when they say that Jesus' death was a sacrifice.** Recap the events of Holy Week. Discuss ideas – who was responsible for Jesus' death? Chn complete responsibility pies resource. Ask, why did Jesus die? Discuss ideas. Encourage chn to connect ideas to 'the big story'.
3	**Investigation:** Why did Jesus die? **WALhT suggest meanings for Jesus' death/resurrection and understand how Christians interpret the texts.** Recap learning so far. Explain Christians believe Jesus gave his life as a sacrifice. Explore this idea by giving each group 1 of 4 scenarios UC Resource sheet 3). Discuss/ role play in groups and share back to class. How did Joshua save people? Explain Joshua is a modern name for Jesus. Each group to complete corresponding activity from resource sheet 4 ie, artwork, storyboard, freeze frame, imagine if...
4	**Investigation:** How do Christians mark Jesus' death and resurrection? **WALhT make clear connections between the Christain belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's Supper.** Explain how Christians remember Jeus' death and resurrection in various ways. Watch videos of this including communion. **Easter experience in church to see the impact of Jesus' death/resurrection.** Compare and contrast ways of celebrating. What symbols are used in services to remember?
5	**Evaluation:** What sacrifices would you make? What sacrifices do some people make? What is a matyr? **WALhT Show how Christians put their beliefs into practice.** Ask chn to stand up. Think of something they really love. Sit down if they would give it up for 10p. £10? £100? Lose friends for it? Suffer pain? Die for it? Look at MLK quote. Discuss what sacrifices we would be prepared to make and for what. Remind chn of sacrifices Christians make. See roman catholic mass in Liverpool video. Discuss what a martyr is.
6	**Expression:** What did Jesus do to save human beings? What could we do to make the world a better place? **WALhT Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.** Ask the unit key question and discuss. What did Jesus do to save human beings? Remind chn of previous learning in the unit. What sacrifices would you make? Chn create a short charter to explain how sacrifice is a good thing and necessary to make the world a better place.

Subject Composite: Create a charter to explain how sacrifice is good (or not) for making the world a better place.

Impact: Children will know about the events of Holy week. They will be able to talk confidently about the events of Holy Week and the impact of Jesus dying on the cross for Christians. Children will be able to make connections with this and their own ideas on sacrifice.

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

Music

Intent: To read and play rhythmic musical notation; to begin to understand key signatures and lay the foundations for intervals; to use singing to celebrate the planet Earth by learning a creation song and an environmental song from different parts of the planet: India and Africa; to accompany singing with chord sequences.

Hooks from old learning: Triple metre in Ancient Greece; singing in three part harmony – "Icarus" round and 4 part harmony "Mince Pie Song"; reading note values in pitched notation "Christmas is Coming".

Lesson	Sequence of Learning
1	**WALhT:** Reading and playing music notation: Crotchets, Minims, crotchet rests. Singing scales: C major – sing as numbers, note names and in solfa. Singing and playing ukulele: Listen to and learn background of the Hindi creation song "Kis nay banaayaa"
2	**WALhT:** Reading and playing music notation: quavers, quaver rests. Singing scales: C major - sing and play with glockenspiels. Singing and playing ukulele: Learn the melody: listen and echo 1 line at a time; revise chords D, A7 and G; sing and play the 4 verses through, in unison
3	**WALhT:** Reading and playing music notation: triplets. Singing scales: D major - sing as numbers, note names and in solfa – teach **do** is the home note of a scale. Work out key signature – F# and C# needed. Singing and playing ukulele: Sing and play on ukuleles the song in unison. Introduce the higher harmony line.
4	**WALhT**: Reading and playing music notation: semi-quavers. Singing scales: D major – sing and play with glockenspiels. Singing and playing ukulele: Sing and play in the song in two part harmony. Introduce the lower harmony line. Sing and play the song in three part harmony.
5	**WALhT**: Reading and playing music notation: triple meter. Singing scales: Sing D major in retrograde motion (backwards) in two groups. Singing and playing ukulele: Listen to the Kwela Shuffle song "I walk to the Stream". Learn the two countermelodies of Part A of the song and accompany on ukulele.
6	**WALhT**: Reading and playing music notation: triple meter Singing scales: Singing scales: Sing D major in retrograde motion with solfege hand signs. Singing and playing ukulele: Revise the two counter melodies, without ukuleles, in two groups. Learn part B of the song. Learn the three part chord to finish the song. Perform whole song, without ukuleles.

Subject Composite: Children are confident to read and play rhythmic pieces that are 4 bars long; sing and play major scales with improved pitch; sing and accompany songs, on the ukulele, in 2-3 part harmony with improved timing.

Impact: A secure understanding of the values of minims, crotchets, quavers, their equivalent rests, triplets in 3/4 and 4/4 time signatures .

No Planet B
Spring Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Music

Intent: To read and play rhythmic musical notation; to begin to understand key signatures and lay the foundations for intervals; to use technology to create chord progressions, rhythmic layers and melodies for a collaborative song writing project.

Hooks from old learning: Notation of crotchets, minims, quavers, equivalent rests, triplets and simple time; Creating lyrics for Icarus song with rhyming pattern.

Sequence of learning

Lesson	Sequence of Learning
1	**WALhT:** Reading and playing music notation: dotted crotchets. Singing scales: G major – sing as numbers, note names and in solfa – work out key signature. Listening: Hans Zimmer, EARTH as inspiration for a songwriting project using technology. Song writing: Decide on structure of for the class/group composition on eco / recycling theme. Using Technology: Explore Garage Band Instruments and rhythm backgrounds.
2	Reading and playing music notation: dotted crotchets. Singing scales: G major – sing and play in retrograde motion in two groups simultaneously, with glocks. Song writing: Decide on style of song; groups choose a chord progression, using given chords, for their allocated section of the song/ individual song.
3	**WALhT:** Reading and playing music notation: compound meter. Singing scales: A minor – sing as letter names / numbers; learn that la is the home note of a minor scale. Song writing: How to lay melodies over the top of the chord progressions for each song / section of the song.
4	**WALhT:** Reading and playing music notation: compound meter. Singing scales: A minor – work out key signature, sing with solfege hand signs. Song writing: Writing lyrics for the melodies.
5	Reading and playing music notation: quavers syncopation. Singing scales: Sing A minor, with glockenspiels. Song writing: Adding rhythmic percussion and bass layers to the song.
6	**WALhT:** Reading and playing music notation: quavers syncopation. Singing scales: Sing A minor in retrograde motion with two groups simultaneously with solfege / glocks. Song writing: Sharing the class/group composition – peer feedback – Editing song.

Subject Composite: Children are confident to read and play rhythmic pieces that are 4 bars long; sing and play major and minor scales with improved pitch; produce a song with technology with melody, chords and rhythms.

Impact: A secure understanding of the values of dotted crotchets, quavers syncopation, compound meter.