



## Year 6 Medium Term Plan



<b>Term</b>	Autumn 2023 The Shang Dynasty		
<b>Key text</b>	Dragon Mountain Katie and Kevin Tsang Stories from the Silk Road retold by Cherry Gilchrist Willow Pattern Story Alan Drummond		
<b>Key Vocabulary</b>	Emperor Chen Tang, dynasty, bronze, jade, Fu Hao, Shang Social Hierarchy, oracle bones, cowrie shells, Beijing		
<b>Ongoing objectives through this topic</b>	<ul style="list-style-type: none"> <li>- Creative and critical thinking</li> <li>- Developing an understanding of early civilisations</li> <li>- Dynasties and how they end</li> <li>- Using different sources of research</li> <li>- Life for different people in the Shang Dynasty</li> <li>- Understanding symbols of civilisations and how they are represented in art</li> <li>- Stories from earliest civilisations</li> </ul>		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
Lesson 1: explain when and where the Shang dynasty was in existence using archaeological evidence.	Geography and history	<p>Locate the historic location of the Shang Dynasty</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> <li>- Describe where and when the Shang dynasty was located and evaluate archaeological evidence of its existence.</li> </ul>
Lesson 2: explore what life was like for different people within the Shang dynasty.	History	<p>Understand that the type of information available depends on the period of time studied and evaluate the usefulness of a variety of sources.</p>	<ul style="list-style-type: none"> <li>- describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people</li> </ul>
Lesson 3: explain about the	History	Provide an account of a historical event based on more than one source	<ul style="list-style-type: none"> <li>- describe the discovery, significance and purpose of</li> </ul>

discovery, purpose and significance of oracle bones.		Know about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared, The Shang Dynasty -	oracle bones in Shang culture.
Lesson 4: examine artefacts to find out what life was like in the Shang dynasty.	History		- examine and discuss a range of artefacts to find out about life in the Shang dynasty and draw conclusions.
Lesson 5: explain who Fung Ho was and why the discovery of her tomb was significant.	History		- discuss the unearthing of Lady Fu Hao's tomb and what the study of the objects inside can teach us.
Lesson 6: discuss the reasons for the end of the Shang dynasty	History		- Examine the decline of the shag dynasty and the reasons for this.

### Discrete Teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: explain the importance of the major discoveries in electricity	Science Electricity	Working Scientifically to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways lesson 4/1</li> <li>- observing closely, using simple equipment lesson 2</li> <li>- performing simple tests lesson 4/2</li> <li>- identifying and classifying lesson 1</li> <li>- using their observations and ideas to suggest answers to questions lesson 3</li> <li>- gathering and recording data to help in answering questions. Lesson 5</li> </ul>	Lesson 1 children will Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the major discoveries made by scientists in the field of electricity.
Lesson 2 WALT: observe and explain the effects of differing volts in a circuit			Lesson 2 children will Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit.
Lesson 3 WALT:			Lesson 3 children will

<p>observe and explain the effects of differing volts in a circuit</p>		<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different volts in a circuit.</p>
<p>Lesson 4 WALT: plan an investigation. Part 1</p>			<p>Lesson 4 part 1 children will Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary by investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers.</p>
<p>Lesson 4 WALT: understand variations in how components function. Part 2</p>			<p>Lesson 4 part 2 children will Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>
<p>Lesson 5 WALT record my data and report my findings.</p>			<p>Lesson 5 children will Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations by conducting an investigation, presenting and report findings on the effect of wire length</p>

			on the brightness of bulbs or the loudness of buzzers.
Lesson 1 WALT: understand the link between thoughts, feelings and behaviours.	PHSE: Think positive Cognitive Triangle	Curriculum content covered: <ol style="list-style-type: none"> <li>1. further develop children's understanding about thoughts and emotions, both positive and negative.</li> <li>2. Lesson cover the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.</li> </ol>	Lesson 1 children will <ul style="list-style-type: none"> <li>- describe how their thoughts, feelings and behaviours influence each other</li> <li>- discuss the impact negative thoughts can have on ourselves and others</li> </ul>
Lesson 2 WALT: understand the concept and impact of positive thinking.	Thoughts are not facts		Lesson 2 children will <ul style="list-style-type: none"> <li>- begin to explain the range and intensity of their feelings to other;</li> <li>- recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> </ul>
Lesson 3 WALT: understand the importance of making good choices.	Choices and consequences		Lesson 3 children will <ul style="list-style-type: none"> <li>- their actions affect themselves and other</li> <li>- make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> </ul>
Lesson 4 WALT: use mindfulness techniques in my everyday life.	Being present		Lesson 4 children will <ul style="list-style-type: none"> <li>- understand how mindfulness techniques can be used in their everyday lives;</li> <li>-</li> </ul>
Lesson 5 WALT:	Yes, I can		Lesson 5 children will

apply a growth mindset in my everyday life			- describe the difference between a growth mindset and a fixed mindset
Lesson 1 WALT: find out who Buddha was and why he is important to Buddhists today.	RE Buddhism	<p><b><u>The topic of Buddhism each lesson will run over two sessions giving the children opportunity to explore the key learning.</u></b></p> <p>Curriculum content covered</p> <ol style="list-style-type: none"> <li>1. Make sense of religious beliefs and non-religious beliefs: <ul style="list-style-type: none"> <li>• explain how and why these beliefs are understood in different ways, by individuals and within communities</li> </ul> </li> <li>2. Understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> <li>• appreciate and appraise the significant of different ways of life and the ways of expressing meaning</li> </ul> </li> <li>3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> <li>• evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.</li> </ul> </li> </ol>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Begin to explain what Buddhism is and how/when it began</li> <li>- Understand the story of how Prince Siddhartha became Buddha</li> <li>- Recognise that Buddhists do not worship a god like most other world religions</li> </ul>
Lesson 2 WALT: find out about some of the core beliefs and teachings of Buddhism.			Lesson 2 children will <ul style="list-style-type: none"> <li>- Children know about and what the Three Universal Truths are</li> <li>- Children know the Five Moral Precepts</li> </ul> <p><b>Discuss their own opinions about what is right and wrong?</b></p>
Lesson 3 WALT: learn about the Four Noble Truths and the Eightfold Path.			Lesson 3 children will <ul style="list-style-type: none"> <li>- Children understand what the Four Noble Truths are</li> <li>- Children know what the Eightfold Path is</li> </ul> <p><b>Can children use their own words to explain these Buddhist terms?</b></p>
Lesson 4 WALT: find out about the Buddhist beliefs of karma and rebirth.			Lesson 4 children will <ul style="list-style-type: none"> <li>- children Can explain karma</li> <li>- children</li> <li>- Can explain reincarnation</li> </ul> <p><b>Can children offer their own opinions about these Buddhist beliefs?</b></p>
Lesson 5			Lesson 5 children will

WALT: find out where and when Buddhists worship			<ul style="list-style-type: none"> <li>- Children know where Buddhists worship</li> <li>- Children know how Buddhists worship</li> </ul> <p><b>Can children explain what happens during Vesak celebrations?</b></p>
Lesson 6 WALT: investigate ways of worship and symbolism in Buddhism.			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Children explain some of the different ways in which Buddhists worship</li> <li>- Children know what some of the symbols associated with Buddhism represent</li> </ul> <p><b>Can children discuss the ways in which Buddhist worship is similar or different to worship in other religions?</b></p>
Lesson 1 WALT: Understand and perform different rhythms using body percussion.	Music	<p>Curriculum content covered:</p> <ol style="list-style-type: none"> <li>1. Listen with attention to detail and recall sounds with increasing aural memory</li> <li>2. Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>3. Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>4. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ol>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Repeated pulse and rhythms as class and groups.</li> <li>- Developing small group body percussion rhythms – add words to keep the beat</li> <li>- Perform to class.</li> <li>- Who is Anna Meredith?</li> </ul>
Lesson 2 WALT: Understand pitch, timbre and melodies within music.			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Recap names of instruments and groups.</li> <li>- Recognise different pitches and timbres.</li> <li>- Play a range of familiar melodies using glockenspiels.</li> <li>- ICT – music program same melody different instrument</li> <li>- Who is Bob Marley?</li> </ul>
Lesson 3 WALT:			Lesson 3 children will

Understand duration and tempo within a piece of music.			<ul style="list-style-type: none"> <li>- Play melody at different tempos.</li> <li>- Spot different tempos within music pieces.</li> <li>- Who is Beethoven?</li> </ul>
Lesson 4 WALT: Listen to and appreciate elements within music			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Identify musical instruments used (timbre) and tempo within pieces.</li> <li>- Describe emotions evoked by the music giving reasons.</li> <li>- Who is Benjamin Britten?</li> </ul>
Lesson 5 WALT: Understand dynamics within a composition (varying the volume of sounds)			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Demonstrate dynamics using tuned percussion</li> <li>- Match dynamics words and their meanings</li> <li>- Pianissimo means 'very quiet'.</li> <li>- Forte means 'loud'.</li> <li>- Crescendo means 'getting gradually louder'</li> <li>- Identify these within a range of music.</li> <li>- Who is Tchaikovsky?</li> </ul>
Lesson 6 WALT: Understand structure within pieces of music.			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Identify verse chorus structures within pop songs.</li> <li>- Identify repeats.</li> <li>- Sing using chorus and verse structure.</li> <li>- Who is Elvis Presley?</li> </ul>
Lesson 7 WALT: Appreciate and understand elements of music			<p>Lesson 7 children will</p> <ul style="list-style-type: none"> <li>- Listen to each piece and identify different elements from beat, rhythm, tempo,</li> </ul>

from different genres			pitch, dynamics and structure. - Choose pieces to illustrate different elements for a younger audience.
Lesson 1 WALT: who lives where?	French Let's Visit a French Town	Curriculum content covered: 1. listen attentively to spoken language and show understanding by joining in and responding 2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. read carefully and show understanding of words, phrases and simple writing 6. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 7. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 8. describe people, places, things and actions orally* and in writing 9. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Lesson 1 children will - show how verbs change depending on the subject - join in a song with familiar structures
Lesson 2 WALT: I go to school to learn			Lesson 2 children will - explain to someone why I do something
Lesson 3 WALT: where is the library?			Lesson 3 children will - locate new vocabulary in a bilingual dictionary - describe the position of places in French towns
Lesson 4 WALT: Maths			Lesson 4 children will - use French terms for mathematical activities
Lesson 5 WALT: welcome to my home			Lesson 5 children will - follow and respond to an audio presentation
Lesson 6 WALT: ordinal numbers			Lesson 6 children will - identify and apply spelling patterns
WALT: research and discuss the work of artists.	ART	Curriculum content covered: 1. Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.  2. Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.	Lesson 1 - Research artists who are famous for creating the blue willow pattern. Discuss and critique their work.
WALT: create intricate patterns using line, tone and shading.			Lesson 2 - Practise skills of line, tone and shading to create willow patterns.



		<p>3. Evaluate his/her work against the intended outcome and other similar pieces of work.</p>	
WALT: design our own blue willow pattern.		<p>4. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.</p> <p>5. Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>6. Refine his/her use of learnt techniques.</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>- Design a willow pattern, based on famous designs with our own creative input thinking carefully about shades of blue.</li> </ul>
WALT: create a plate from clay.		<p>7. Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>- Refine skills when working with clay to create a plate</li> </ul>
WALT: use paint to display an intricate pattern.		<p>8. Explain and justify preferences towards different styles and artists. (Think critically)</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>- Use a fine brush to paint our own blue willow pattern</li> </ul>
WALT: evaluate our work		<p><b>Techniques (Willow Pattern Plate- Stories and symbols)</b> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Create intricate printing patterns by modifying sketchbook designs.</p> <p>Develop and refine skills in using clay including slabs and coils.</p> <p>Explore intricate designs when working with clay.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work.</p> <p><b>Design Technology</b> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>- Evaluate our work against the intended outcome.</li> </ul>

		<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p>	
Lesson 1 WALT: Improve our catching and throwing.	PE Netball	<p>Curriculum content covered:</p> <ul style="list-style-type: none"> <li>- Use running, jumping, throwing and catching in isolation and in combination</li> <li>- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</li> <li>- Apply basic principles suitable for attacking and defending</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Confident throwing and catching between pairs and small groups .</li> <li>- Hands ready (W) eyes on the ball.</li> <li>- Move to the ball.</li> </ul>
Lesson 2 WALT: Use a range of netball passes and catches.			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Chest pass, shoulder pass, bounce pass , over head pass.</li> </ul>
Lesson 3 WALT: Understand and use the pivot in netball.			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Demonstrate step and pivot pass in isolation.</li> <li>- Use step and pivot pass within pairs and small groups to get the ball to travel round the court including changes of direction.</li> </ul>
Lesson 4 WALT: outwit a defender to receive a pass.			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Describe the role of a defender and attacker and what marking is.</li> <li>- Team of 3 games to practise moving to outwit a defender.</li> <li>- Use a dummy pass.</li> </ul>

			<ul style="list-style-type: none"> <li>- Use range of passes.</li> </ul>
Lesson 5 WALT: Mark a player and aim for a target			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Describe the role of a defender and attacker and what marking is.</li> <li>- Team of 3 games to practise marking. Watch the middle , follow the feet. Change of direction games.</li> <li>- Be aware of the range of passes that could be used.</li> </ul>
Lesson 6 WALT: Use our netball skills within a small game. Follow rules fairly. Revisit any skills as needed			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- 3 v 3 games scoring in hoop</li> <li>- Using footwork .</li> <li>- Develop marking by pairing up.</li> <li>- Introduce the D to encourage shooting space.</li> </ul>
Lesson 7 WALT: Use our netball skills within a small game. Follow rules fairly.			<p>Lesson 7 children will</p> <ul style="list-style-type: none"> <li>- Play a tournament of games 5 v 5</li> <li>- Use marking skills and out witting a defender.</li> </ul>