





# Mithian School Curriculum

## Autumn 2<sup>nd</sup> Half Term Sequence – Year A Year 5+6

### PSHE

(previous year's learning) in LKS2

Learn and practise how to keep yourself and others safe  
Learn how to care for yourself and others  
To understand what legal/ illegal drugs are, to be aware of the health risks, and to know where to ask for help if needed.

### INTENT

1. To understand how to recognise signs of illness and how we can help our bodies to keep healthy.
2. To learn about a balanced diet and why it is important to eat healthy

### Sequence of learning

Illness

1. Introducing illness and the immune system
2. Introducing vaccinations

Nutrition and Healthy Eating

1. Introducing healthy eating
2. What is a healthy lifestyle?
3. What is a balanced diet?
4. Food to eat less often.

### Outcome/Composite

To be able to...explain what an immune system is and how medication and vaccinations can keep us healthy and to plan a healthy meal.

### Religious Education

(previous year's learning) in LKS2

Understand the impact of Christmas and how it is celebrated in different ways  
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### INTENT

Make sense of belief: • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms  
**Understand the impact: • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible**

Make connections: • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

### Sequence of learning

2b.4 INCARNATION Why do Christians

believe that Jesus is the Messiah?

1. Read the 'big story' of the Bible in Guidance p.139 as background for this unit. Recall the term 'incarnation' – Christian belief in Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall'.
2. Consider what kind of person is needed when people need help. Discuss the qualities someone might need to 'save' the situation.
3. Outline the situation of the People of God – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need.
4. As investigative journalists find the answer to the question: Was Jesus the hoped-for Messiah?
5. Read Matthew 1:18–24, 2:1–12 – texts from a Gospel. Look for evidence in Matthew's account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts?
6. Gather together all ideas pupils associate with Christmas. How many of them are to do with Christianity and Jesus? Investigate some Christian advertising campaigns to put across the 'true meaning' of Christmas as being about God sending a 'Saviour'. What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people? Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of incarnation. Explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people
7. Express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah? Expand this idea: why do Christians believe the world needs a 'Saviour'? Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace? Reflect on ways in which your pupils might make a difference.

### Outcome/Composite

To be able to...explain why Christians believe that Jesus is the Messiah?

### Music

(previous year's learning) in LKS2  
Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.  
Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values

### INTENT

1. To understand how emotions relate to musical style
2. To be able to categorise music

### Sequence of learning

Emotions and musical styles.  
How does music connect us with our past?

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1 Understanding Music Option 2 Improve Together	The Sparkle in My Life	The Sparkle in My Life	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	Option 1 Understanding Music Option 2 Improve Together	Glassworks L Opening	The Sparkle in My Life	N/A	Options: - Compose with the Song - Compose with a Theme Pop Track - Music Notebook - Quickbeats	Perform and share what has taken place in the lesson
3	Option 1 Understanding Music Option 2 Improve Together	Dreaming Of Mars	Dreaming Of Mars	N/A	N/A	Perform and share what has taken place in the lesson
4	Option 1 Understanding Music Option 2 Improve Together	Macaroni Sundaes	Dreaming Of Mars	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
5	Option 1 Understanding Music Option 2 Improve Together	Get On Board	Get On Board	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1 Understanding Music Option 2 Improve Together Option 3 Theory Quiz	Glassworks L Opening	Revise a song of your choice	Play instrumental parts with your chosen song, if available	Option to revisit improvise and compose activities	Perform and share what has taken place in the lesson and prepare for a concert

### Outcome/Composite

To be able to...explain the links between emotions and music giving examples.

### MFL

Children learnt simple greetings and how to ask how each other are, and answer.

### INTENT

1. To be able to ask someone what their name is, and be able to answer when asked this question themselves.
2. To understand that French structures are different from English ones.

### Sequence of learning

1. (Early Start Unit 1.3) What's your name?
2. "Comments t'appelles-tu?"
3. 2. Practise asking and answering the question, "Comments t'appelles-tu?"
4. 3. (Early Start Unit 1.4) Introduction to the alphabet
5. 4. Activities to practise the alphabet.
6. 5. Practise and revision of this term's learning—greetings, asking and answering "Ca va?" and "Comments t'appelles-tu?" Also, reciting the French alphabet.
7. 6. Practise and revision of this term's learning—greetings, asking and answering "Ca va?" and "Comments t'appelles-tu?" Also, reciting the French alphabet.

### Outcome/Composite

To be able to...To be able to... ask someone their name, and understand and answer when someone asks them. To be able to recite the French alphabet.

(previous year's learning)

### INTENT

- 1.
- 2.
- 3.

### Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Outcome/Composite

To be able to...

## Reading Opportunities: