

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## History

**Intent:** the children will have a good knowledge and understanding of the invasion of the Roman Empire and their beliefs and practices.

**Hooks from old learning (YR;Y1/2):** Once upon a time (YR) and Magnificent monarchs (Y1/2)

**Vocabulary:** archaeological, artefact, Celts, civil war, defences, empire, emperor, fleet, fort, kingdom, monarchy, occupation, outnumber, peninsula, republic, revolt, settlement, tribute

Lesson	Sequence of Learning
1	<p><b>Introduce topic question: What lasting impact did the Roman Empire have on Britain?</b></p> <p><b>Cold Task quiz:</b> children to discuss in groups what they already know (or think they know) about the Romans. Create class mind-map of children's questions to answer throughout the topic, reminding them that we are mostly going to be looking at what happened when the Romans came to Britain.</p> <p><b>Key question: What do we know about early Rome?</b></p> <p>What do we know about Early Rome? Key vocabulary for this lesson. BC &amp; AD or BCE &amp; CE? What do BCE and CE mean? Stop and jot 1. Date order activity. The Roman Empire timeline. How do we know about the Roman Empire? Soil layers activity. Recap quiz. Let's discuss. Stop and Jot 2. Quickfire quiz Let's find out more about Italy. True or false activity. Activity.</p>
2	<p><b>Key question: Who was in charge of the Roman Empire?</b></p> <p>How did early Rome grow to become the Roman Empire? Key vocabulary for this lesson. True or false activity – Who was in charge of the Roman Empire? Rome's monarchy. The Etruscans. Who ruled Rome after the Etruscans? Let's discuss. The Roman Republic. The three methods of conquest. Strong and powerful Rome. Stop and Jot 1. Julius Caesar. What happened to Julius Caesar? Who took over from Caesar? Civil war. Octavian. Mark Antony. Let's discuss. The battle. Who had the strongest army? The last war of the Roman Republic. Activity.</p>
3	<p><b>Key question: How powerful was the Roman Army?</b></p> <p>How did early Rome grow to become the Roman Empire? Key vocabulary for this lesson. The Roman Empire. Emperor Augustus. Members of the New Imperial Army. Stop and jot 1. Emperor Augustus' special tactics. Main tactics activity. Recap quiz. Professor Know-it-all activity. Activity.</p>
4	<p><b>Key question: What events led to Emperor Claudius invading Britain?</b></p> <p>How did the Britons resist occupation? Key vocabulary for this lesson. Recap quiz. True or false activity. Historical enquiry. Timeline. Let's discuss. 27 BCE. 54 BCE. Emperor Caligula. Let's discuss. Did Emperor Caligula succeed? 43 CE. Finally, the Romans successfully invaded! True or false activity. Activity.</p>
5	<p><b>Key question: How did the Roman settlements compare to the Celtic villages?</b></p> <p>How did the Britons resist occupation? Key vocabulary for this lesson. Roman cities. Stop and Jot 1. Let's discuss – Celtic settlement or Roman settlement. Let's discuss. Stop and jot 2. Recap quiz. Activity.</p>
6	<p><b>Key question: Who was Boudicca, and why did she take revenge on the Romans?</b></p> <p>How did the Britons resist occupation? Key vocabulary for this lesson. What is cause and consequence? Recap mind map. Queen Boudicca. Let's discuss. Boudicca's revolt. Cause and consequence. True or false activity. Professor Know-it-all activity. Activity.</p>
7	<p><b>Key question: How did the Romans protect their land, and how do we know this?</b></p> <p>How did the Roman Empire maintain control over Britain? Key vocabulary for this lesson. Recap quiz. True or false activity. Roman Governors. Gnaeus Julius Agricola. Let's discuss. Was Agricola successful? Roman Forts. True or false activity. Aerial photography. GPR. Defending the North. Emperor Hadrian. Professor Know-it-all activity. Activity.</p>
8	<p><b>Key question: What happened in the final years of the Roman Empire?</b></p> <p>How did the Roman Empire maintain control over Britain? Key vocabulary for this lesson. Civil War. The Split of the Empire. Constantine. Claudia. Stop and Jot 1. True or false activity. What happened next? Activity.</p>
9	<p><b>Historical skill: evidence and interpretation</b></p> <p>What was life like in the South West region during Roman times? Key vocabulary. Recap. Evidence and Interpretation. The South West. Roman Baths. The Cunetio Hoard. It's a mystery. Roman Amphitheatre, Cirencester. Archaeological discoveries.</p>
10	<p><b>End of unit assessment - Revisit topic question: What lasting impact did the Roman Empire have on Britain? What have we learnt?</b> Answer assessment questions.</p>

**Subject Composite:** End of unit assessment

**Impact:** Children will have a good historical knowledge of the Roman Empire and their invasion.

**Hooks for new learning:** Y3/4 Invasion (A) and Y5/6 pharaohs (A).

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Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Science (term 1)

**Intent:** (Continued from last term). The children will learn the names of different parts of plants, and the jobs they do. They will work scientifically and collaboratively to investigate what plants need to grow well and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an investigation into the transportation of water within plants. They will work in a hands-on way to explore the different stages of the life cycle of a flowering plant.

**Hooks from old learning:** YR;Y1/2): Ready, steady, grow (YR) and Plant survival (Y1/2).

**Vocabulary:** anther, fertilisation, flower, germination, life cycle, ovary, petal, pollen, pollination, pollinator, reproduce, seed dispersal, seed formation, stigma, stamen, pollination, petals,

Lesson	Sequence of Learning
1	<b>WALT: gather data from a colour survey of flowering plants and present our findings</b> Starter quiz. Explore the function of flowers. Carry out a flower colour survey of local area and discuss observations. Discuss common colours for flowers. End quiz.
2	<b>WALT: describe the functions of flowers on flowering plants and identify parts of a flower.</b> Starter quiz. Explore the parts of a flower and their functions. Explore how to identify flower parts. End quiz.
3	<b>WALT: explain how flowers are pollinated.</b> Starter quiz. Explore pollination by animals and the flower parts that play a role in reproductions. Explore pollination by wind. Create a plant that is pollinated either by animals or by wind. End quiz.
4	<b>WALT: explain how seeds are formed and dispersed.</b> Starter quiz. Explore fertilisation and seed formation, seed dispersal. Carry out the modelling activity to explore how plants may or may not survive when they are in competition with other plants. Explore how seeds are dispersed.
5	<b>WALT: present the life cycle of a flowering plant</b> Starter quiz. Exploring the life cycle of a plant. Complete a life cycle diagram showing each of the five stages of the flowering plant life cycle. Present information about life cycles. End quiz.
6	<b>End of unit assessment</b> <b>Hot Task quiz:</b> Sticky Knowledge - What do we <u>now</u> know about different parts of flowering plants? Complete of unit assessment.

**Subject Composite: End of unit assessment**

**Impact:** Children will be able to name parts of a plant and explain what plants need to grow. They will be able to explain how water moves through a plant and understand the lifecycle of a plant.

**Hooks for future learning:** (Y5/6) Sow, Grow, Farm and Evolution and inheritance.

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Science (term 2)

Intent: during light and shadows, we will create our own shadow puppet play using our expert knowledge and skills on light and shadows. We will make a theatre and puppets for the show in groups and conduct our own investigations on shadows, light and reflections.

Hooks from old learning: YR;Y1/2): Sunshine and sunflowers (YR) Seasonal change (Y1/2).

Vocabulary: Light, white light, visible light, colour, spectrum, refraction, Light source, energy, reflector, reflect, predict, investigate, reflective materials, Reflect, mirror, reflection, image, concave, convex, Transparent, translucent, opaque, shadow, Light source, opaque, translucent, transparent, shadow, measure

Lesson	Sequence of Learning
1	<p><b>WALT: Investigate what we need in order to see objects in a dark place and discover how light travels. Design a stage for a shadow puppet theatre and discover first-hand how the light we see is really made of a spectrum of colours.</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Discover through active investigation that without light you cannot see.</li> <li>•Learn through investigation that light travels in straight lines.</li> <li>•Actively investigate the nature of white light through a number of practical activities.</li> </ul> <p><b>Investigation - exploring/drawing conclusions</b></p> <p>Investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes.</p>
2	<p><b>WALT: Understand what's it like to see in a very dark place</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Know what a light source is and that the sun is a light source which is so powerful that it will damage your eyes if you look at it (even with sunglasses).</li> <li>•Predict and then investigate which colours show up best and least in the dark.</li> <li>•Investigate the effect of shining a torch on various objects including reflective materials.</li> </ul> <p><b>Investigation - predicting/exploring/classifying</b></p> <p>Predict and then investigate how well different colours and materials reflect light in a simulated dark cave. Use results to sort and classify the samples.</p>
3	<p><b>WALT: Investigate the strange world of mirrors</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Investigate how light is reflected by different surfaces, looking for similarities and differences and noting observations.</li> <li>•Investigate the nature of reflections in mirrors through a variety of practical tasks including mirror writing, navigating mirror mazes and multiple mirror reflections.</li> </ul> <p><b>Investigation - exploring/drawing conclusions</b></p> <p>Discover the properties of mirrors and reflections by undertaking different investigative tasks and use scientific knowledge on light to explain findings.</p>
4	<p><b>WALT: Discover how shadows are made</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Investigate how objects made from different materials cast shadows.</li> <li>•Understand how a shadow changes depending on the object's orientation.</li> </ul> <p><b>Investigation - exploring</b></p> <p>Investigate how different objects create shadows.</p>
5	<p><b>WALT: Find patterns in the way that the size of shadows change.</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Actively investigate how shadows change as the light source is moved.</li> <li>•Take measurements and look for patterns in data to answer scientific questions.</li> </ul> <p><b>Investigation - fair testing/pattern seeking</b></p> <p>Investigate the effect of moving the light source on the size of shadows.</p>
6	<p><b>WALT: Find out how coloured acetate filters can change a beam of light or a shadow</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>•Actively investigate the use of coloured acetate filters for mixing beams of coloured light and to look through.</li> <li>•Use all previously gained knowledge and skills during this block of sessions to create a fabulous shadow puppet performance.</li> </ul> <p><b>Investigation - exploring</b></p> <p>Investigate how coloured light beams mix and what it's like to look through different coloured filters.</p> <p><b>End of unit assessment</b></p>

Subject Composite: End of unit assessment

Impact: children will be able to name parts of a plant and explain what plants need to grow. They will be able to explain how water moves through a plant and understand the lifecycle of a plant.

Hooks for future learning: (Y5/6) Light theory.

## Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

### Art and Design

Intent: Create natural weavings and two-colour prints of botanical art.

Hooks from old learning: Hooks from old learning: (YR, Y1/2) Rain and sunrays (Y1/2), Flower head (Y1/2)

Vocabulary: botanical, botanist, frond, illustration, lino, loom, weaving.

Lesson	Sequence of Learning
1	<p><b>WALT: improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</b></p> <p>Children will go outdoors to collect a range of natural materials to make botanical weavings. In the classroom, the children to work independently on small cardboard looms to create their weavings. At the end of the session, take photographs of the children's work, explaining its temporary nature.</p>
2	<p><b>WALT: create sketchbooks to record observations and use them to review and revisit ideas</b></p> <p>The children will learn more about botanical art and what it means to be a botanical artist by watching the What is a botanical artist? video. The children will explore the visual elements of botanical subject matter using a range of fruits, vegetables and plants for them to study. The children will sketch from different angles and record swatches of the colours seen. Model the type of recording expected. At the end of the session, invite the children to share and compare their work and say what they found interesting and challenging.</p>
3	<p><b>WALT: Learn about great artists, architects and designers in history.</b></p> <p>Children will look at examples of botanical art and make comparisons between them. Display the Comparing botanical art presentation. Children will share and compare their findings and summarise common characteristics of botanical art.</p>
4	<p><b>WALT: Learn about great artists, architects and designers in history.</b></p> <p>The children will learn about the terms 'illustration' and 'illustrator'. They will visit the website of contemporary illustrator Katie Scott to view the artist's botanical work. They look closely at examples from the <i>Botanicum</i> series and describe her work's style and other visual elements. The children will make some illustrative copies of Katie Scott's work, using pencils to add colour to their pictures. They will discuss the style of the work and the use of other visual elements as they make their drawings.</p>
5	<p><b>WALT: improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</b></p> <p>The children will capture the character of the fronds by making a two-colour print. They will use fern or bracken fronds and fern picture cards as visual inspiration. At the end of the session, the children will share and compare their work. They will also answer the question, 'How well has your print represented the character of the fern?'</p>
6	<p><b>WALT: Evaluate and analyse creative works using the language of art, craft and design.</b></p> <p>The children will carry out an evaluation discussion in pairs or small groups. They will talk about their work, what they have learned, what they think went well, and what they could have been improved.</p>

**Subject Composite:** children create a botanical weaving and a botanical two-colour print.

**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) Nature's Art.

## Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

### Design and Technology

**Intent:** Children learn about the purpose, structure and design features of greenhouses, and compare the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.

**Hooks from old learning:** (YR, Y1/2) Beach Hut.

**Vocabulary:** hot glue gun, rigid, transparent, translucent, vent

Lesson	Sequence of Learning
1	<p><b>WALT: Investigate and analyse a range of existing products.</b></p> <p>The children will view a greenhouse presentation and discuss the key features and benefits of greenhouses and why they are used. Discuss what materials are used to make greenhouses and what makes these materials suitable for the purpose. If possible, explore a range of greenhouses on the school grounds or in a local allotment. Alternatively, provide the greenhouses picture cards for the children to explore. The children will draw diagrams of two or three different greenhouses, labelling the materials and any interesting design features. At the end of the session, the children will explain their findings.</p>
2	<p><b>WALT: Understand how key events and individuals in design and technology have helped shape the world.</b></p> <p>Explain that the design and structure of greenhouses have changed over time as new ideas, materials and building methods have been developed. The children will make notes about the design and purpose of the Eden Project biomes. They will also find similarities and differences between the Great Conservatory of Chatsworth House and the biomes of the Eden Project. The children will share their comparisons at the end of the session.</p>
3	<p><b>WALT: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</b></p> <p>Revisit maths learning relating to 3-D shapes by explaining that a frame structure is a 3-D structure made with thin, rigid components, which usually have an outer covering. Give examples of frame structures, such as a tent or an umbrella, and ask the children if they can think of any others. The children will learn that a successful frame structure is well supported, stable and strengthened. Demonstrate how to use cocktail sticks carefully inserted into jelly sweets to build a frame structure, stressing that the sharp points need careful handling. The children will follow the 'Strengthening frame structures' instructions to build frame structure and investigate the use of diagonal struts for strength. After building, the children will record and discuss their findings.</p>
4	<p><b>WALT: select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</b></p> <p>Recap the children's knowledge of woodwork. The children will learn about using a hot glue gun and the advantages of using hot glue over PVA glue. The children will use wood and hot glue to join basic butt joints and attach triangular corners, working in groups with adult supervision. After the session, discuss the benefits of using hot glue in woodwork and decide which triangular corners were most effective at strengthening the joint. Link the triangular shape of the corners to the strengthening effects of diagonal struts from the previous lesson.</p>
5	<p><b>WALT: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</b></p> <p>Discuss the materials used to make greenhouse roofs and walls. The children will describe some of the properties of these materials using words and phrases, such as transparent, strong, lightweight, waterproof, flexible and easy to cut. The children will investigate the most suitable material for a greenhouse covering. The children will predict which materials they think would be most effective before investigating and collecting their data. At the end of the session, they will use their results to select the material they think would work best and justify their choice.</p>
6	<p><b>WALT: evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</b></p> <p>The children will discuss and evaluate their structures in groups. They will answer questions to evaluate their greenhouse and give it a star rating. Over the next five weeks, the children will observe their mini greenhouses and any changes in the plants and structure. The children will record their observations and share their findings with others.</p>

**Subject Composite:** Children use their learning to design and construct a mini greenhouse.

**Impact:** Over five weeks, the children will observe their mini greenhouses and observe any changes in the plants and structure within.

**Hooks for new learning:** (Y5/6) Engineer.

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Computing

**Intent:** 2Logo is a text-based coding language used to control an on-screen marker to create mathematical patterns. Children were introduced to turtle patterns using 2Go in year 1. In this unit they will:

- Learn common commands and constructs of the Logo programming language.
- Develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code

**Hooks from old learning:** ((YR, Y1, Y2) Lego builders, Maze explorers, coding, (Y1), coding, questioning and creating pictures (Y2), coding, branching databases (Y3).

Lesson	Sequence of Learning
1	<b>WALT: learn the structure of the language of 2Logo and input simple instructions in 2Logo</b> <ul style="list-style-type: none"> <li>• know what the common instructions are in 2Logo and how to type them.</li> <li>• follow simple 2Logo instructions to create shapes on paper.</li> <li>• follow simple instructions to create shapes in 2Logo.</li> </ul>
2	<b>WALT: use 2Logo to create letter shapes.</b> <ul style="list-style-type: none"> <li>• create 2Logo instructions to draw patterns of increasing complexity.</li> <li>• understand the pu and pd commands.</li> <li>• write 2Logo instructions for a word of four letters.</li> </ul>
3	<b>WALT: use the Repeat command in 2Logo to create shapes.</b> <ul style="list-style-type: none"> <li>• follow 2Logo code to predict the outcome.</li> <li>• create shapes using the Repeat command.</li> <li>• find the most efficient way to draw shapes.</li> </ul>
4	<b>WALT: use and build procedures in 2Logo.</b> <ul style="list-style-type: none"> <li>• use the Procedure feature.</li> <li>• create 'flowers' or 'crystals' using 2Logo.</li> </ul>

**Subject Composite:** Children will learn common commands and constructs of the Logo programming language.

**Impact:** Children will develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.

**Hooks for new learning:** (Y5/6) coding, game creator, 3D modelling (Y5), coding, text adventures (Y6).



# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Music

**Intent:** The unit is focussed around Bringing us together, a disco song about friendship, peace, hope and unity. The children will listen and appraise the song Bringing Us Together and other Disco songs, participate in musical activities and perform and share their learning.

**Hooks from old learning:** (YR, Y1/2) Friendship Song (Y2) All Year 3 units.

**Vocabulary:** appraise, back beat, ballad, bridge, chord, chorus, compose, drum loop, folk, funk, groove, harmony, hook, improvise, interlude, melody, offbeat, pitch, pulse/beat, rhythm, riff, solo, style, tempo, verse

Lesson	Sequence of Learning
1	<p><b>WALT: Listen and Appraise - Bringing Us Together by Joanna Mangona and Pete Readman</b></p> <ul style="list-style-type: none"> <li>Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Learn the song in sections or sing through the whole song.</li> </ol> <p><b>Performance</b> - Perform and share what has taken place in today's lesson.</p>
2	<p><b>WALT: Listen and Appraise – Good times by Nile Rodgers</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Good Times by Nile Rodgers: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Continue to learn the song in sections or sing through the whole song - you decide.</li> <li>Option: Play Your Instruments with the Song: Choose a group to play and a group to sing in the chorus.</li> </ol> <p><b>Performance</b> - Perform and share what has taken place in today's lesson. Sing and perhaps play instrumental parts within the song</p>
3	<p><b>WALT: Listen and Appraise Ain't Nobody by Chaka Khan</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Ain't Nobody by Chaka Khan: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Continue to learn the song</li> <li>Option: Play Your Instruments with the Song: Perhaps revisit your learning</li> <li>Option: Improvise with the Song: Perhaps include this new Musical Activity in the chorus.</li> </ol>
4	<p><b>WALT: . Listen and Appraise We Are Family by Sister Sledge</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - We Are Family by Sister Sledge: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Continue to learn the song</li> <li>Option: Play Your Instruments with the Song: Perhaps revisit your learning</li> <li>Option: Improvise with the Song: Perhaps revisit your learning</li> <li>Option: Compose with the Song: Perhaps create a class melody to play over the chorus.</li> </ol> <p><b>Performance</b> - Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>

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Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Music

**Intent:** The unit is focussed around Bringing us together, a disco song about friendship, peace, hope and unity. The children will listen and appraise the song Bringing Us Together and other Disco songs, participate in musical activities and perform and share their learning.

**Hooks from old learning:** (YR, Y1/2) Friendship Song (Y2) All Year 3 units.

**Vocabulary:** appraise, back beat, ballad, bridge, chord, chorus, compose, drum loop, folk, funk, groove, harmony, hook, improvise, interlude, melody, offbeat, pitch, pulse/beat, rhythm, riff, solo, style, tempo, verse

Lesson	Sequence of Learning
5	<p><b>WALT: Listen and Appraise Ain't No Stopping Us Now by McFadden and Whitehead</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Ain't No Stopping Us Now by McFadden and Whitehead: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Sing the song</li> <li>Option: Play Your Instruments with the Song: Perhaps revisit your learning</li> <li>Option: Improvise with the Song: Perhaps revisit your learning</li> <li>Option: Compose with the Song: Perhaps create a class melody to play over the chorus</li> </ol> <p><b>Performance</b> - Bringing Us Together: Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>
6	<p><b>WALT: Listen and Appraise Car Wash by Rose Royce</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Car Wash by Rose Royce: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</li> </ul> <p><b>Musical Activities</b></p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - Bringing Us Together</li> <li>Flexible Games (an optional extension activity)</li> <li>Vocal warm-ups and Learn to Sing the Song: Sing the song</li> <li>Option: Play Your Instruments with the Song: Perhaps revisit your learning</li> <li>Option: Improvise with the Song: Perhaps revisit your learning</li> <li>Option: Compose with the Song: Perhaps create a class melody to play over the chorus</li> </ol> <p><b>Performance</b> - Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>

**Subject Composite:** Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance.

**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. Introduce new rhythm syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.



# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## RE

### TERM 1 - Deborah Hale - Walk through the Bible

**Term 2** - Intent: Children will learn about what it means to be a Hindu in Britain today. They will explore how Hindus show their faith, explore Mandirs, home shrines and understand what Hindus do to show their tradition within their faith communities. They will learn the meaning of Hinduism as a 'way of life' (Dharma).

Hooks from old learning: (Y3/4) - What do Hindus believe God is like?

Vocabulary: Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita

Lesson	Sequence of Learning
1	<p>Engagement: What does it mean to be a Hindu in Britain today?</p> <p><b>WALT: explore how do Hindus show their faith</b></p> <p>Success criteria: describe how Hindus show their faith within their families today.</p> <p>Discuss relevant religious vocabulary and its meaning. Answer sticky knowledge retrieval questions related to Hinduism. Discuss what might be important to our lives (education, marriage, family). Make links to important things in the lives of two Hindu children (Simran and Vraj) living in Britain (video clip).</p>
2	<p><b>WALT: explore Mandirs and home shrines for puja</b></p> <p>Success Criteria: Explore the kinds of things Hindu families would do during the week e.g., daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc.</p> <p>Discuss which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class. Discuss relevant religious vocabulary and its meaning. Answer sticky knowledge retrieval questions related to Hinduism. Discuss puja and the significance of the puja tray items. Compare similarities and differences between a Mandir and Home shrines.</p>
3	<p><b>WALT: explore what Hindus do to show their tradition within their faith communities</b></p> <p>Success Criteria: Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g., visiting the temple/ mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet). Discuss relevant religious vocabulary and its meaning. Answer sticky knowledge retrieval questions related to Hinduism. Introduce the Diva Lamp on the puja tray as used for Aarti. Also introduce and listen to a bhajan (worship songs, devoted to different deities, some fast and upbeat, some peaceful and calm) which help people to worship. In groups, children use photos of Hindu items to share their thoughts and discussions and answer questions.</p>
4	<p><b>WALT: explore what Dharma means</b></p> <p>Success Criteria: Describe what Dharma means. Find out more about the metaphor of the journey of life for Hindus and for themselves. Discuss relevant religious vocabulary and its meaning. Answer sticky knowledge retrieval questions related to Hinduism. Discuss what a journey is. Children will draw things they saw on their journey. Discuss how life is like a journey with stepping stones leading through life. Discuss what stepping stones the children may take throughout their life (school, achievements, places they would visit). Children to use a pathway template to show what they would like to happen on their life journey.</p>
5	<p><b>WALT: explore links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</b></p> <p>Discuss relevant religious vocabulary and its meaning. Answer sticky knowledge retrieval questions related to Hinduism. Introduce aims and duties. Children look at their completed life path from last lesson and understand that we hope to do in the future are our aims in life. Discuss what duties a Hindu might have, considering what they have learnt about puja and Hindu beliefs about God. Explain that Hindus have a very special word for "duty" – Dharma. Children show representations of Hindu duties through drama and then drawing.</p>

**Subject Composite:** Children will make connections between Dharma and their own life pathway and create a poster to show this.

**Impact:** Children will have a good knowledge about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society.

Hooks for new learning (Y5/6) Why do Hindus want to be good?

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## Spanish

**Intent:** In this 'Shopping' unit, children will learn about the shopping experience in Spain. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.

**Hooks from old learning:** Previous Y3/4 Spanish.

**Key vocabulary:** ¿Qué es? [What is it?], la manzana [apple], la naranja [orange], el plátano [banana], la fresa [strawberry], el melocotón [peach], el arándano [cranberry], el albaricoque [apricot], la pera [pear], ¿Te gusta(n)? [Do you like?], me gusta(n) mucho [I like... a lot], no me gusta(n) nada [I don't like...at all].

Lesson	Sequence of Learning
1	<p><b>Engagement:</b> Can you ask for food in Spanish?</p> <p><b>WALT: name and recognise a range of fruit in Spanish</b></p> <p><b>Aim:</b> engage in conversations; ask and answer questions; express opinions and respond to those of others in the context of asking and answering whether you like certain fruit. To express opinions orally and in writing, using quantifiers</p> <p><b>Success Criteria:</b> name and recognise a range of fruit in Spanish. I can ask and answer the question '¿Te gustan...?' I can add quantifiers to my opinions.</p>
2	<p><b>WALT: name a range of vegetables in Spanish using 'un' or 'una' appropriately</b></p> <p><b>Aim:</b> understand basic grammar appropriate to the language being studied in the context of shopping for vegetables. To make a polite request in a Spanish shop.</p> <p><b>Success Criteria:</b> name a range of vegetables in Spanish using 'un' or 'una' appropriately. I can change 'un' to 'unos' and 'una' to 'unas' for plural nouns. I can write sentences starting with 'quisiera' and choose the correct form of 'a' or 'some'.</p>
3	<p><b>WALT: name different clothes in Spanish.</b></p> <p><b>Aim:</b> understand basic grammar appropriate to the language being studied in the context of describing the colour of clothes. To describe clothes using adjectives.</p> <p><b>Success Criteria:</b> name different clothes in Spanish. I can modify adjectives depending on the gender and number of nouns. I can ask and answer the question '¿Tienes...?' using adjectives.</p>
4	<p><b>WALT: name shops in Spanish.</b></p> <p><b>Aim:</b> speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking and answering questions about where you can buy certain items. To ask and answer the question 'Where can I buy...?'.</p> <p><b>Success Criteria:</b> can name shops in Spanish. I can match items to shops. I can choose the appropriate pronoun 'lo', 'la', 'los' or 'las'. I can ask and answer the question '¿Dónde puedo comprar...?'</p>
5	<p><b>WALT: identify and say any number up to 100.</b></p> <p><b>Aim:</b> engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopper and shopkeeper role play. To express and ask for prices in Spanish.</p> <p><b>Success Criteria:</b> I can identify and say any number up to 100. I can ask the question '¿Cuánto vale(n)?' regarding items in a shop. I can answer the question, using the phrase 'Son .... euros'.</p>
6	<p><b>WALT: greet and respond in Spanish.</b></p> <p><b>Aim:</b> engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role-play: shopper and shopkeeper. To take part in role play speaking Spanish.</p> <p><b>Success Criteria:</b> I can greet and respond in Spanish. I can ask and answer questions in a shop. I can ask and answer how much something is.</p>

**Subject Composite:** children will present their knowledge of the time 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**

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## PSHE (term 1)

Intent: children learn to build positive, healthy relationships

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

**Vocabulary:** Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative Loss, Denial, Anger, Sadness, Pain, Hopelessness, Depression, Vulnerable, Insecure, LoveSouvenir, Memento, Loss, Memories, Special Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable

Lesson	Sequence of Learning
1	<b>WALT: know how to make friends</b> Learning intention: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Social and emotional development learning intention: I can describe how taking some responsibility in my family makes me feel
2	<b>WALT: try to solve friendship problems when they occur</b> Learning intention: identify and put into practice some of the skills of friendship e.g., taking turns, being a good listener. Social and emotional development learning intention: know how to negotiate in conflict situations to try to find a win-win solution.
3	<b>WALT: help others to feel part of a group</b> Learning intention: know and can use some strategies for keeping myself safe online. Social and emotional development learning intention: know who to ask for help if I am worried or concerned about anything online.
4	<b>WALT: Show respect in how they treat others</b> Learning intention: explain how some of the actions and work of people around the world help and influence my life. Social and emotional development learning intention: show an awareness of how this could affect my choices
5	<b>WALT: Know how to help themselves and others when they feel upset or hurt</b> Learning intention: understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Social and emotional development learning intention: empathise with children whose lives are different to mine and appreciate what I may learn from them.
6	<b>WALT: know and show what makes a good relationship</b> Learning intention: know how to express my appreciation to my friends and family. Social and emotional development learning intention: enjoy being part of a family and friendship groups.

**Subject Composite:** children fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

**Impact:** children learn it is important to have respect for other people, even though they might be very different. They can choose to be respectful in the way they talk to people, and what they think about people. The children understand that if we are not respectful it can hurt the other person.

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

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## PSHE Year 4 (term 2)

Intent: fit together the six pieces of learning about Changing Me to create the Tree of Change display

Hooks from old learning: Previous 'Changing me' units for each Year Group.

Vocabulary: Personal, Unique, Characteristics, Parents, Gene, sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Feelings, Responsibilities, Carers, Characteristics, Language, Mannerisms, Influence

Lesson	Sequence of Learning
1	<p><b>WALT: Understand that everyone is unique and special</b></p> <p>Learning intention: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>Social and emotional development learning intention: I appreciate that I am a truly unique human being</p>
2	<p><b>WALT: express how they feel when change happens</b></p> <p>Learning intention: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Social and emotional development learning intention: I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>
3	<p><b>WALT: Understand and respect the changes that they see in themselves</b></p> <p>Learning intention: I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Social and emotional development learning intention: I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
4	<p><b>WALT: Understand and respect the changes that they see in other people</b></p> <p>Learning intention: I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>Social and emotional development learning intention: I am confident enough to try to make changes when I think they will benefit me</p>
5	<p><b>WALT: Know who to ask for help if they are worried about change</b></p> <p>Learning intention: I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>Social and emotional development learning intention: I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>
6	<p><b>WALT: Are looking forward to change</b></p> <p>Learning intention: I can identify what I am looking forward to when I move to a new class</p> <p>Social and emotional development learning intention: I can reflect on the changes I would like to make next year and can describe how to go about these</p>

Subject Composite: children fit together the six pieces of learning about Changing Me to to create the Tree of Change display

Impact: children learn about the changes in their bodies as they grow older and about expressing themselves if they have any fears or concerns. They will also consider changes coming up in the next year.

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

# Emperors and Empires

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

## PSHE Year 3 (term 2)

Intent: fit together the six pieces of learning about Changing Me to create the Ribbon of Change Mobiles

Hooks from old learning: Previous 'Changing me' units for each Year Group.

Vocabulary: Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care Change, Puberty, Control, Breasts, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts, Stereotypes, Task, Roles, Challenge, Change, Looking forward, Excited, Nervous, Anxious, Happy

Lesson	Sequence of Learning
1	<p><b>WALT: Understand that everyone is unique and special</b></p> <p>Learning intention: I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</p> <p>Social and emotional development learning intention: I can express how I feel when I see babies or baby animals</p>
2	<p><b>WALT: express how they feel when change happens</b></p> <p>Learning intention: I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>Social and emotional development learning intention: I can express how I might feel if I had a new baby in my family</p>
3	<p><b>WALT: Understand and respect the changes that they see in themselves</b></p> <p>Learning intention: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Social and emotional development learning intention: I recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
4	<p><b>WALT: Understand and respect the changes that they see in other people</b></p> <p>Learning intention: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Social and emotional development learning intention: I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>
5	<p><b>WALT: Know who to ask for help if they are worried about change</b></p> <p>Learning intention: I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Social and emotional development learning intention: I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>
6	<p><b>WALT: Are looking forward to change</b></p> <p>Learning intention: I can identify what I am looking forward to when I move to my next class</p> <p>Social and emotional development learning intention: I can start to think about changes I will make next year and know how to go about this</p>

Subject Composite: children fit together the six pieces of learning about Changing Me to the Ribbon of Change Mobiles

Impact: children learn about the changes in their bodies as they grow older and about expressing themselves if they have any fears or concerns. They will also consider changes coming up in the next year.

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