

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

History

Intent: the children will learn about life in Britain after the Roman withdrawal. They will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.

Hooks from old learning (YR;Y1/2): Once upon a time (YR) and Magnificent monarchs (Y1/2) , Through the Ages (Y3/4), Invasion (Y3/4)

Vocabulary: Angles, Danegeld, invade, longship, pagans, Picts, raid, Saxons, Scandinavia, Scots.

Lesson	Sequence of Learning
1	Introduce topic question: Who were the Vikings and what impact did they have on Britain? Cold Task quiz: children to discuss in groups what they already know (or think they know) about the Anglo-Saxons and Vikings. Curious Questioning - What do we want to find out about? 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 Anglo-Saxons and Vikings came to Britain. WALT: explain who the Vikings were and describe aspects of their lives. Success Criteria: I can say which countries the Vikings came from. I can say when the Vikings lived. I can describe some parts of Viking life, such as what they ate or wore.
2	WALT: explain why Viking longships were so successful. Success Criteria: I can explain what the keel was and how it helped the ship travel through the water. I can describe what the sail was made from and why it was important. I can label a drawing of a Viking longship to show what made it strong and fast.
3	WALT: explain why the Vikings travelled to England and why some chose to stay. Success Criteria: I can work with my group to trade goods like a Viking. I can explain some of the problems the Vikings faced when travelling or trading. I can describe why some Vikings decided to live in England.
4	WALT: explain why the Vikings raided Lindisfarne and describe the events through poetry. Success Criteria: I can explain why the Vikings raided Lindisfarne. I can show the feelings of both the Vikings and the monks in my poem. I can choose powerful vocabulary to make my poem interesting and memorable.
5	Continued from Lesson 4.
6	WALT: explain who the Anglo-Saxons were and describe aspects of their daily life. Success Criteria: I can say where the Anglo-Saxons came from. I can describe when and why they came to Britain. I can explain what daily life was like in an Anglo-Saxon village.
7	Continued from Lesson 6.
8	WALT: use digital sources to research aspects of Viking daily life. Success Criteria: I can search online for trustworthy facts about the Vikings. I can take notes using my own words. I can explain what I've discovered and learn from my classmates.
9	WALT: describe different Viking gods and present my ideas through drawing and labelling. Success Criteria: I can name some of the Viking gods and explain who they were. I can choose a god to focus on and collect useful facts. I can create a labelled drawing that shows what I have learned.
10	WALT: discuss open-ended questions about Viking life and values. Success Criteria: I can listen carefully without interrupting. I can respond to other people's ideas respectfully. I can

Subject Composite: assessment

Impact: Children will have a good historical knowledge of the Anglo-Saxon and Viking invasions of Britain.

Hooks for new learning: Ancient Civilisations (Y3/4), Groundbreaking Greeks (Y5), Britain at war (Y6), Maafa (Y6).

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Science - Animal Nutrition and the Skeletal System

Intent: In animals including humans (Year 3), the children will learn about the structure of the human skeleton and how the muscles also work alongside the skeleton to support and protect the human body. They will then look at how skeletons differ in different animals. Finally, children will look at nutrition and the importance of eating a healthy diet.

Hooks from old learning: (YR) Animal safari, (Y1/2): Human senses, Animal parts, Human survival and Animal Survival.

Vocabulary: bones, healthy, invertebrate, nutrients, muscles, vertebrae, vertebrate.

Lesson	Sequence of Learning
1	Introduce the topic question: How do the systems inside our body work to make a healthy human? Cold Task quiz: children to discuss in groups what they already know (or think they know) about healthy humans. Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALT: identify that humans have bones for support, protection and movement. - Start by giving a short explanation about the skeleton. Our bodies have a skeleton that is made up from lots of different bones. Bones are made from calcium. The bones meet at bends called joints. Can children find any joints on their bodies? How many joints do we have? - Children complete the Pre-Assessment Task to label as many bones as they can. This can be used to show progress. - Talk through the slide showing the names of the different bones and the interesting facts (PDF page 3). Do the children know any other bone facts? In pairs or small groups, children could test each other on the names of some of the bones. - Explain to children that the skeleton is very important as it supports, protects and helps us move. Skeletons help support our bodies; without them, we would be floppy! Skeletons protect us too! They protect all the important organs we have inside us. Our skull protects our brain and our ribcage protects our heart. Skeletons also help us to move. Without our skeleton, we would not be able to stand or move the different parts of our body. - Independent Activity and Plenary – recap quiz.
2	WALT: plan and carry out an investigation and communicate my results. Note: As this lesson includes an investigation, it may take 2 or 3 lessons to complete - Bone recap – who can remember the names of any of our bones? Children can discuss in pairs and then feedback as a class. - Mini task. Which is the longest bone in our body? Children can complete this in pairs using measuring equipment to measure different bones in their body. - Explain to the children that we are going to investigate a question today. Children will have a choice of two questions to investigate with a small group. Do people with longer legs jump further? 2. Do people with longer arms throw further? - Children will first complete the 'Investigation Planning Sheet'. Children will complete this with their group and may need support with some of the questions. - Children will then complete the investigation as they have planned. Children will need to measure their legs or arms first depending on which question they have chosen and record. Children will then need to jump a distance or throw an object (depending on the question) and measure the length. They will then need to compare whether the children in their group with the longer legs/arms were the ones who jumped/threw the furthest. - Challenge activity – Children will be able to independently communicate the results of their investigation. - Plenary - Think about these questions and discuss them with your partner before feeding your ideas back to the class.
3	Investigation continued from Lesson 2
4	WALT: identify that humans have muscles for support, protection and movement. - Bone recap – who can remember the names of any of our bones? Children can discuss in pairs and then feedback as a class. How many did they remember? - Explain that muscles have different jobs. They help pump blood around the body, help you lift things and work with our bones to help us move. - We have two types of muscles – voluntary and involuntary. Explain the difference (PDF page 4). Can the children think of any other voluntary/involuntary muscles? - Explain how muscles are attached to our bones to help us move and that when we contract and relax our muscles it moves our skeleton. Discuss the words contract and relax. Children could contract the muscles in their hands or fingers and then relax them. When they contract them, their fingers/hands move. - Watch the video on BBC https://www.bbc.co.uk/teach/class-clips-video/muscles-and-bones/zfgtscw - Explain further how the muscles contract and relax (PDF page 6). - Children can then follow the instructions to make their own 'arm' from cardboard and elastic bands. - Independent Activity - Plenary – lesson recap and evaluation (PDF page 11)

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Hooks from old learning: (YR) Animal safari, (Y1/2): Human senses, Animal parts, Human survival and Animal Survival.

Vocabulary: bones, healthy, invertebrate, nutrients, muscles, vertebrae, vertebrate.

Lesson	Sequence of Learning
5	WALT: understand that animals have bones and muscles for support, protection and movement. - Bone recap – who can remember the names of any of our bones? Children can discuss in pairs and then feedback as a class. How many did they remember? - Thinking time – do you think that all animals have the same skeleton as humans? - Children to complete the 'pre-assessment' sheet. What do you think a fish and a cat's skeletons look like? Draw what you think in the animal outlines. - All animals have a skeleton; however, they don't all look the same. Show the skeleton of the fish and the cat (PDF page 4). Which animals have a skeleton like this? Can you spot any similarities or differences? Why do you think they are different? - When we are looking at the skeletons of different animals, we can group them based on their bones. Vertebrates are animals that have a backbone/spine. Humans are vertebrates. Invertebrates are animals that don't have a backbone/spine. A butterfly is an invertebrate. Can you think of any other animals that are vertebrates or invertebrates? - Some animals do not have a skeleton inside their body, they have it on the outside. This is called an exoskeleton. Their skeleton might not look like ours, but it still does the same job of protecting and supporting. Cockroaches have an exoskeleton. - Some animals have no skeleton at all! They have no bones so don't have as much support and protection as other animals. Slugs and worms have no skeleton. - Sorting Quiz. Children to sort the animals into vertebrates and invertebrates. This could be done as an independent activity or in groups. Children may need access to the internet or animal books to find the answer for some of the animals. - Independent activity. - Plenary – Show pictures of the three skeletons. Can you guess which animal these skeletons belong to? Are they vertebrates or invertebrates?
6	WALT: understand that animals, including humans, need the right type of nutrition. - Thinking time. Recap of the seven life processes that all living things need to survive. Children will have learnt about these in Year 2 and will look at them again in Year 4. Class discussion about what they can remember or what each of the words mean. - Today we are going to focus on nutrition which is one of the seven life processes that all living things need to survive. Nutrition is when we eat food to give us energy. Adults and children need lots of energy to help them keep moving and keep their bodies healthy! Children also need food to help them grow. Class discussion - what's your favourite food? - Introduce the 'Eatwell Plate'. Can children identify any of the foods? Can children identify any of the food groups? - The next six slides go into detail about each of the food groups. After each explanation, you could ask the children if they can name any foods from that food group. - Independent activity - Plenary – Can you match the correct food group to the plate? END OF TOPIC (science) Revisit topic question: How do the systems inside our body work to make a healthy human? Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered. Hot Task quiz: Sticky Knowledge - What do we <u>now</u> know about nutrition, a healthy balanced diet and our muscles and bones?

Subject Composite: assessment quiz

Impact: Children will be able to explain nutrition, muscles, bones and joints and conduct their own research in order to answer questions. They will be able to present this knowledge in the subject composite.

Hooks for future learning: (Y5/6) Evolution and inheritance and human reproduction and aging.

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Science - Sound

Intent: the children out all they can about sound; how it travels, pitch and volume. They then investigate materials to see which will provide the best insulation against sound.

Hooks from old learning: (Y1/2): Human senses, Animal parts, Human survival and Animal Survival.
[However, Year 4 is the first time 'Sound' appears on the science curriculum].

Vocabulary: coclea, eardrum, energy, gas, liquid, medium, particle, pitch, solid, vibrate, volume, wavelength

Lesson	Sequence of Learning
1	Introduce the topic question: What is sound and how is it produced? Cold Task quiz: children to discuss in groups what they already know (or think they know) about sound. Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALT: identify how sounds are made, associating some of them with something vibrating Go on a 'sound walk' through the school and begin to think about how sound is made. Children will: - Consider which areas of the school will be quiet, which will be loud, which will have no sound at all - Walk around the school listening for different sounds - Begin to consider sound and how sounds are made - Understand the term 'noise pollution'
2	WALT: recognise that vibrations from sounds travel through a medium to the ear Explore sound further and investigate vibrations and how sound travels. Children will: - Learn that there are many kinds of sound and that there are many ways of making sound - Understand that sound is made by vibration from a source - Research how sound travels - Know that sound travels through different mediums, including air, water and solids. - Recognise that sounds get fainter as the distance from the sound source increases
3	WALT: find patterns between the pitch and volume of a sound and features of the object that produced it Investigate pitch and volume by exploring instruments and the different sounds they make. Children will: - Understand that sound is a form of energy and know that the more energy that is put into creating a sound, the louder the sound that is made - Look for patterns between the pitch of a sound and features of the object that produced it - Begin to see a pattern between the pitch and volume of a sound and the shape of the wave it produces.
4	WALT: understand some of the workings of the human ear Understand how we hear sounds and begin to consider ways to reduce what we can hear. Children will: - Begin to understand some of the workings of the human ear - Consider some of the ways we try to reduce the sounds that we hear - Understand that we hear because sound waves (vibrations) enter our ears - Explain why we see lightning before we hear thunder.
5	WALT: recognise that sounds get fainter as the distance from the sound source increases Plan and conduct an investigation into which material best reduces the sounds we hear. Children will: - Consider reasons needed to reduce sounds and reasons for not reducing sounds. - Work in a group to plan an investigation that will find out which material will best reduce sound - With help, consider the different variables of their test and plan how to ensure their investigation is fair - Record the results of the investigation and use the results to draw a conclusion
6	WALT: use straightforward scientific evidence to answer questions or to support findings Present ear defenders design, and explain findings. Children will - Describe their product to others - Demonstrate their understanding of sound by explaining why their product is the best - Provide evidence to show that the results of their product testing came from a fair test - Present their findings to a panel of judges - Evaluate their product against the original criteria Revisit topic question: What is sound and how is it produced? Hot Task quiz: What do we now know about sound?

Subject Composite: Children will make a presentation tailored to a 'rock star' panel.

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Art and Design

Intent: 'Warp and Weft is linked to Invasion This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.

Hooks from old learning: Hooks from old learning: Cut, stitch and join (Y2). \

Vocabulary: braid, dye, elasticity, fabric, loom, synthetic, texture, warp, weft, yarn.

Lesson	Sequence of Learning
1	WALT: Compare and contrast artwork from different times and cultures. Children make observations of the artform (of weaving) as it develops over time, referring to the use of colour, pattern, materials, style and technology.
2	WALT: Choose from a range of materials, showing an understanding of their different characteristics. Set out a range of yarn for the children to explore. Include a variety of textures, colours and types, including those from an animal source (merino and angora), human-made (polyester and nylon) and plant-based (bamboo and cotton). Invite the children to sort the yarns into groups according to visual or textural elements, for example, colour groups, textures or thickness. Instruct the children to record their sorting in their sketchbooks by taking snips from each yarn and sticking them in their sketchbooks in the different groupings. Challenge the children to make notes using the Yarn word mat to describe their yarns.
3	WALT: Develop techniques through experimentation to create different types of art. Children follow 'How to weave on a mini loom' instructions to prepare their looms and begin weaving. They will choose from a range of yarns to create their weaving
3	WALT: Develop techniques through experimentation to create different types of art (continued). Children sketch their design and collect yarn samples in their sketchbook before they put the shape template on their loom and start to weave. At the end of the session, they will share the mini samples and describe how they made their patterned fabric.
4	WALT: Develop techniques through experimentation to create different types of art. Encourage the children to discuss the patterns, colours, materials and techniques used and which examples they prefer. Explain to the children that they will be using their weaving skills and experience to create woven wall hangings. Invite them to explore design possibilities in their sketchbooks, considering which colours, materials and patterns they could use. Offer a range of materials for them to consider, such as rags and natural materials. Allow time for the children to design and make their wall hanging, supporting them where necessary and encouraging independent and paired reflection as they work. When complete, display the wall hangings in a class gallery.
5	WALT: Give constructive feedback to others about ways to improve a piece of artwork. Children to extend their practice further by using their weaving skills to complete one of the weaving challenges from the 'Weaving challenges instructions' and display these alongside their 2-D work. All children will use a question sheet to assess their learning.

Subject Composite: children create a simple weave on a loom and evaluate their work.

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

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Design and Technology

Intent: In Fresh food, good food, children learn about children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.

Hooks from old learning: (YR, Y1/2) Remarkable recipes. **Vocabulary:** decay, healthy, microorganism, net, packaging, use by.

Lesson	Sequence of Learning
Engage	WALT: Explain how and why a significant designer or inventor shaped the world. Display the decaying foods picture cards one at a time and discuss what is happening to the food and why. Show the Keeping food fresh presentation. Ask questions about the presentation to check the children's understanding and address any misconceptions, such as 'What causes food to decay? How do microorganisms get onto food? Who invented pasteurisation? Why does pasteurisation keep food fresh for longer? Why was the 'use by' date invented?' Ask the children to complete the Keeping food fresh question sheet to consolidate their understanding and use the Keeping food fresh answer sheet to mark their work.
1	FOOD PACKAGING WALT: Investigate and identify the design features of a familiar product. Recap the learning from the previous lesson, then show the children the Food packaging presentation. Discuss the presentation and address any misconceptions. Encourage the children to investigate different sorts of food packaging, to identify the ways in which they help to preserve and protect food. Give each child a copy of the Food packaging recording sheet to complete, then discuss their findings. At the end of the session, talk about the issues surrounding packaging and recycling. Encourage the children to think about the balance between the need to keep food fresh and the importance of cutting down on the use of single-use plastics and non-recyclable materials.
3	DIAGRAMS AND PROTOTYPES WALT: Use annotated sketches and exploded diagrams to test and communicate their ideas. Explain that some food packaging is produced using a net, which is a 2-D piece of material that is folded and secured to make a 3-D shape. Provide the children with different packaging to deconstruct and reconstruct, to see the shape of the net and where the wording and information is printed. To consolidate their knowledge of nets, provide each child with one of the Packaging nets cut outs printed onto card. Encourage them to visualise the shape of the packaging, decorate the faces with slogans pictures and information, and then build the net, scoring the folds for a neat finish and fixing the tabs securely using glue or tape. Ask children to evaluate the packaging nets by using the Packaging nets evaluation sheet.
4	FRESH, HEALTHY SNACKS WALT: Identify and use a range of cooking techniques to prepare a simple meal or snack. Recap healthy eating from previous projects and explain that freshly made, healthy snacks contain less sugar and fats than convenience snacks like crisps, biscuits and chocolate. Provide the children with the Healthy snack recipes. Encourage them to prepare and make the snacks using the techniques on the Food preparation picture cards, which the children have learned in previous year groups. Adult demonstration and supervision is needed if using an electric blender. After making, encourage the children to try each snack and fill in their Healthy snack evaluation sheet. At the end of the session, discuss the problems with taking these healthy snacks to school. Ask questions, such as 'How would you carry this snack to school? How would you keep the snack cool? How would you stop it leaking in your bag?' and record the suggestions.
5	DESIGNING A HEALTHY PACKAGED SNACK WALT: Design a healthy snack or packed lunch and explain why it is healthy. Explain to the children that they have been asked to provide a healthy snack, which needs to be packaged to keep it fresh until morning breaktime. Give each child a Packaged healthy snack planning sheet to complete. Share and discuss the design criteria, encouraging the children to recall what they have learned in previous lessons. Encourage the children to use the Healthy snack recipes and their completed Healthy snack evaluation sheet to select an appropriate snack to make and encourage them to make modifications if necessary. Display a range of packaging and packaging materials to provide inspiration for their designs. At the end of the session, encourage the children to share their designs with a partner and ask each other questions and give advice to help improve the designs.
6	MAKING A HEALTHY PACKAGED SNACK WALT: Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray. Recap the design criteria for a packaged healthy snack and encourage the children to use their planning to make their products. Remind the children of hygiene and safety measures as they prepare food and use equipment. After making their snack, encourage the children to taste a sample before packaging. Take a photo of their finished work. If possible, leave the snacks in their packaging for a few hours to replicate the storage time needed in the design criteria and examine the snacks after this time to see if they are still fresh.
Evaluation	WALT: Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. Provide each child with a photograph of their packaged snack. Invite the children to comment on the success of their product and each other's work. Ask questions, such as, 'Did you fulfil the design criteria? Was your snack healthy? Did it taste good? What packaging did you use? Was most of it recyclable? Did your packaging keep the snack fresh? How could you improve your design?' Give each child a Packaged healthy snack evaluation sheet to record their learning.

Subject Composite: The children prepare, package and evaluate a healthy snack.

Impact: children learn about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. They learn how to prepare, package and evaluate a healthy snack.

Hooks for new learning: (Y5/6) Food for life.

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Computing

Intent: In Coding (Y3), the children continue with the Coding Scheme of Work introduced in Years 1 and 2. The lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons.

Predict... what this code will do

Run... the code to check your prediction

Investigate... trace thought the code to see if you were correct

Modify... the code to add detail, change actions/outcome

Make... a new program that uses the same ideas in a different way. Get creative!

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

Lesson	Sequence of Learning
1	WALT: to use flow charts Aim: - To review previous coding knowledge. - To understand what a flowchart is and how flowcharts are used in computer programming.
2	WALT: use timers Aim: - To understand that there are different types of timers. - To be able to select the right type of timer for a purpose.
3	WALT: use repeat Aim: To understand how to use the repeat command.
4	WALT: code, test and debug - To use coding knowledge to create a range of programs. - To understand the importance of nesting.
5 & 6	WALT: design and make an interactive scene To design and create an interactive scene.

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

Impact: Children have a clear idea of how to design and code a program that follows a simple sequence.

Hooks for new learning: (Y5/6) Coding (Y5), Coding, Text adventures and Binary (Y6).

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Computing

Intent: In Online Safety(Y3), The children will:

- discuss the importance of passwords and keeping passwords safe. What makes a safe password?
- discuss how communities connect, together, using the Internet and look at blogging as a way of connecting and communicating both in class and in school using Purple Mash.
- start to understand that not everything on the Internet is true and whilst it is a fantastic resource the children need to ask themselves, is it fact or fiction?
- have the opportunity to see a 'spoof' website and create their own 'spoof' webpage.

Hooks from old learning: Online Safety and PM, Technology Outside School (Y1), Online Safety, Effective Searching (Y2).

Lesson	Sequence of Learning
1	WALT: understand safety in numbers Aim: • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience.
2	WALT: explore fact or fiction online Aim: • To consider if what can be read on websites is always true. • To look at a 'spoof' website. • To create a 'spoof' webpage. • To think about why these sites might exist and how to check that the information is accurate.
3	WALT: understand appropriate content & ratings Aim: • To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or have inap

Subject Composite: Children will contribute to a collaborative file about the effects of inappropriate internet content with useful suggestion and also create a spoof website for other children to read and share on a class display board.

Impact: Children understand the importance of a secure password and not sharing this with anyone. They will understand the negative implications of failure to keep passwords safe and secure. When using the internet, children can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information. They will understand that it is not acceptable to use the work of others or post images of others without consent. Most children recognise the PEGI ratings and can give examples of why content is rated and how this protects them They can express the need to tell a trusted adult if they are upset by anything online.

Hooks for new learning: Online Safety and Effective Searching (Y4), Online Safety and Word Processing (Y5), Online Safety and Blogging (Y6)

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Music

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia. It is organised into listening and appraising, musical activities and performance of songs.

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	WALT: Listen and Appraise - Mamma Mia by Abba 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. Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Learn the song in sections or sing through the whole song. Performance - Perform and share what has taken place in today's lesson.
2	WALT: Listen and Appraise – Dancing Queen by Abba Listen and Appraise Lesson 2 song. 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. Listen and Appraise Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Continue to learn the song in sections or sing through the whole song - you decide. - Option: Play Your Instruments with the Song: Choose a group to play and a group to sing in the chorus. Performance - Perform and share what has taken place in today's lesson. Sing and perhaps play instrumental parts within the song
3	WALT: Listen and Appraise The Winner takes all by Abba - Listen and Appraise – Lesson 3 song: 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. - Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Continue to learn the song - Option: Play Your Instruments with the Song: Perhaps revisit your learning - Option: Improvise with the Song: Perhaps include this new Musical Activity in the chorus.
4	WALT: . Listen and Appraise Waterloo by Abba - Listen and Appraise – Lesson 4 song: 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. - Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Continue to learn the song - Option: Play Your Instruments with the Song: Perhaps revisit your learning - Option: Improvise with the Song: Perhaps revisit your learning - Option: Compose with the Song: Perhaps create a class melody to play over the chorus. Performance - 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.

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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	WALT: Listen and Appraise Super Trooper by Abba - Listen and Appraise – Lesson 5 song: 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. - Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Sing the song - Option: Play Your Instruments with the Song: Perhaps revisit your learning - Option: Improvise with the Song: Perhaps revisit your learning - Option: Compose with the Song: Perhaps create a class melody to play over the chorus Performance - 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.
6	WALT: Listen and Appraise Thank you for the music by Abba - Listen and Appraise – Lesson 6 song: 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. - Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities - Warm-up Games (including vocal warm-ups) - Flexible Games (an optional extension activity) - Vocal warm-ups and Learn to Sing the Song: Sing the song - Option: Play Your Instruments with the Song: Perhaps revisit your learning - Option: Improvise with the Song: Perhaps revisit your learning - Option: Compose with the Song: Perhaps create a class melody to play over the chorus Performance - 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.

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.

Sequence of learning

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Music

Intent: This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.

Hooks from old learning: Glockenspiel stage 1.

Lesson	Sequence of Learning
1	WALT: learn glockenspiel (stage 2) Musical Activities Revisit Roundabout and March of the Golden Guards from Stage 1. Theory: Finding out about music (rhythm) Remembering what you found out - rhythm 1. Finding out about music Watch this clip to find out about pitch 2. Finding out about music - Listening game Listen to the pitch of the instruments playing in these pieces. Drag each piece to the box next to the description of the pitch. Finding out about music - Pitch Watch, listen, learn, remember... Pieces – Good, Better, Best Performance - Perform /share the learning from this step.
2	WALT: learn glockenspiel (stage 2) Listen and Appraise Lesson 2 song. 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. Listen and Appraise Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? Musical Activities a. Warm-up Games (including vocal warm-ups) b. Flexible Games (an optional extension activity) c. Vocal warm-ups and Learn to Sing the Song: Continue to learn the song in sections or sing through the whole song - you decide. d. Option: Play Your Instruments with the Song: Choose a group to play and a group to sing in the chorus. Performance - Perform /share the learning from this step.
3	WALT: learn glockenspiel (stage 2) Revisit Portsmouth, Strictly D from Stage 1. Pieces: Remembering what you've found out Two-Way Radio (note-names) - playing part 2 Two-Way Radio (note-names) - playing part 1 Two-Way Radio (note-names + notes) - All Two-Way Radio theory - the language of music Two-Way Radio (notation) Theory: More finding out about music Finding out about music – Rhythm game 1 Performance - Perform /share the learning from this step.
4	WALT: learn glockenspiel (stage 2) Revisit: What's up? DeeCee's Blues from Stage 1 Pieces: Flea Fly Flea Fly (note-names) Flea Fly (notes + note-names) Flea Fly theory - the language of music Flea Fly (notation) Theory: Finding out about music - Rhythm game 2 Performance - Perform /share the learning from this step.

Sequence of learning

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Music

Intent: This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.

Hooks from old learning: Glockenspiel stage 1.

Sequence of learning

Lesson	Sequence of Learning
5	WALT: learn glockenspiel (stage 2) Revisit: Play Your Music, Drive from Stage 1 Pieces: Rigadoon Rigadoon (note-names) Rigadoon (notes + note-names) Rigadoon theory - the language of music Rigadoon (notation) Mamma Mia Theory: Even more finding out about music – drag and drop 1. Finding out about song rhythms 2. Finding out about different pulses Performance - Perform /share the learning from this step.
6	WALT: learn glockenspiel (stage 2) Composition - revisit Stage 1 and create your compositions for this Stage. Performance - Perform /share the learning from this step.

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.

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'What is it like for someone to follow God?', children will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony.

Hooks from old learning: (Y1/2) - What do Christians believe God is like?, What is the 'good news' Christians say Jesus brings?

Lesson	Sequence of Learning
1	Engagement: What is it like for someone to follow God? Key questions: Which information about Bible stories can we get from different types of text? Explain that we are going to be learning about some stories from the Old Testament part of the Bible that tell the story of the people of God. Look at the 'Big Story' timeline and locate people of God. Show pupils a cut out section of a picture of Noah and the Ark. Can they guess what the picture is? Slowly reveal the whole picture and ask pupils what they know about this story. Write pupils' knowledge around the outside of the picture. : Read through the text with pupils, highlighting key vocabulary and annotating it with any new knowledge.
2	Key question: what can we about Noah form reading the Biblical story? Use the sticky knowledge quiz slides to recap with pupils what they learnt in the last lesson. Encourage pupils to share any new facts that they learnt about Noah last time. Ask: Do you think that it was easy or tricky for Noah to follow God? When might it have been hard? When might it have been easier? STEP 2: Look back through the text that you annotated with pupil's last time; discuss the main events. Ask pupils to discuss the following questions in groups: What surprised you about the story? What were your favourite moments in the story? What were your feelings about the events in the story? Do you have any questions about the story? Hold a hot seating activity and invite pupils to take on the role of Noah.
3	Key question: What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Recap the main events of the Noah and story and pupils' knowledge of the unit so far, using the sticky knowledge slides. Explain that today we are going to be thinking about some new vocabulary and what it means for Christians today. Show pupils the words 'righteous' and 'covenant.' Show pupils a picture of a rainbow, explain that the rainbow in the story is a sign of a covenant or promise made between God and his people. Read Genesis 9:9-13 with pupils and discuss the contents of the covenant that was made between God and Noah. Discuss what the world might have been like after the flood.
4	Key question: What is the link between a Christian wedding ceremony and the idea of covenant Show pupils some photographs of church weddings from around the world. Ask whether pupils know what is happening in these photos. Explain that the people in these pictures are all Christians who are getting married. Explain that for Christians getting married, the couple not only makes promise to each other but that they also make these promises in front of God, and this is a covenant. Watch a wedding service with pupils, particularly focusing on the promises that are made
5	Key question: Did Abram show he trusted God? Explain that today we are going to find out about another Old Testament prophet who Christians believe made a covenant with God. Show pupils the timeline for the 'Big Story' of the Bible and give pupils the opportunity to guess who we might be finding out about this time. Show pupils a picture of the night sky, ask them to look at all the stars that are visible. How many do they think there are? Explain that in the story we are going to find out about today, Christians believe that God promised to give the man as many descendants as there are stars in the sky. Read Genesis 12:1-9
6	Key question: Is it always easy for Christians to try to follow God? Pupils to fill in the sticky knowledge assessment sheet for this unit. Bring the class back together and talk about all the different people that they have learnt about in this unit. Ask: Was it always easy for them to follow God? When things got tricky what did the people do? Who did they put their trust in? Ask pupils what they think a life of faith in, and following God for Christians today would be like. When might it be easy? When might it be hard? How could Christians today draw strength from the followers of God from the past?

Subject Composite: Children will make connections between the story of Noah and covenants made by Christians today. They will demonstrate this in their final lesson work.

Impact: Children will have a good knowledge of the story of Noah and God's covenants with him. They will understand how Christians today make promises to God and each other (in wedding ceremonies).

Hooks for new learning (Y5/6) How do Christians decide how to live?

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'What is the Trinity and why is it important for Christians?', children will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.

Hooks from old learning: (Y1/2) - What do Christians believe God is like?

Lesson	Sequence of Learning
1	Engagement: What is the Holy Trinity and why is it important for Christians? Key question: What is the Trinity? What happens in the biblical story of the baptism of Jesus? Talk with pupils about the concept of 'incarnation' (link back to Key Stage 1 units on this topic). Ask: What does incarnation mean? Remind pupils that incarnation means God come to earth as a human and as God. Discuss with pupils where in the Bible this happens. Remind pupils that Christians believe that Jesus was God's son and that he was both human and God. Read the baptism of Jesus as a class (Matthew 3:11-17). Discuss with pupils the Christian belief that the Trinity was present at the baptism of Jesus. Explain that the Trinity for Christians is God the Father, God the Son and God the Holy Spirit.
2	Key question: How is the Trinity shown in the Biblical story of the baptism of Jesus? With pupils, recap where they identified the Trinity within the text last time. Ask why they think that this is significant for Christians. Show pupils the photographs of the paintings created by Daniel Bonnell and Andrea del Verrocchio & Leonardo da Vinci (both paintings have The Baptism of the Christ in their titles). Ask pupils to explain what they think these pictures are showing. Ask pupils to study the pictures in detail. Which similarities and differences can they see? What evidence of the Trinity can they spot? Pupils to complete the artwork worksheets that focus on these questions.
3	Key question: Why is the biblical story of the baptism of Jesus important for many Christians? Look again at the image of Jesus' baptism by Daniel Bonnell. Ask pupils to identify the shape that Jesus is standing in. Collect pupils' ideas about why this shape is significant. Ask pupils to discuss their thoughts about how another artist might show the meaning from the story of Jesus' baptism within their artwork. Gather pupils' ideas and make notes for the class. Explain that today the pupils will be creating their own artwork to tell the story and share the meaning of the Trinity for a Christian.
4	Key question: What are the similarities and differences between infant baptism and believer's baptism Show pupils a picture of an infant baptism and believer's baptism. Discuss whether they know what these are. Explain that baptism is the church's way of welcoming a baby or an adult into the family of the church. Explain that this goes right back to Jesus' baptism and that Christians have been doing this for thousands of years. Read Acts 2:41 to the class. Tell the pupils that in the Bible, after Pentecost (the giving of the Holy Spirit), people were baptised and welcomed into God's family. Explain that in some churches adults promise to try to bring their babies up to know Jesus (infant baptism) and in some churches adult members of the church profess their faith and are baptised (believer's baptism).
5	Key question: What might affect a Christian's decisions about baptism? Explain that most Christians in Baptist churches choose to dedicate their babies and the baby can choose whether to have a believer's baptism when they are older. Show pupils a picture of a Baptist church. Explain that in some places (such as small villages) there may not be a Baptist church so Baptist Christians may have to travel to attend a Baptist church or attend a denomination of church that is different to the one that they might prefer. Ask pupils what they think a Baptist Christian might do if they worshipped in an Anglican church and had a baby. Tell pupils that the lived reality of this is that they still might dedicate their babies rather than give them an infant baptism. Read through some of the quotes from different Christians. Ask pupils to explain what influenced their decisions to choose believer's or infant baptism.
6	Key question: What is the Trinity and why is it important for Christians? Recap with pupils the themes and vocabulary found within the unit using the 'Sticky knowledge quiz' slides. Look back through the text that pupils studied throughout the unit and discuss what this means for Christians today. Pupils to complete the assessment quiz sheet.

Subject Composite: Children will be able to explain what the Holy Trinity is and why it is important for Christians. They will make connections between Jesus' Baptism and the baptisms of Christians today. They will demonstrate this in an explanation and presentation in class.

Impact: Children will have a good knowledge about the Holy Trinity and the Baptism of Jesus and what Christians believe God is like.

Hooks for new learning (Y5/6) What does it mean for Christians to believe in God as Trinity?

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Spanish

Intent: Children learn the basics of the Spanish language. They will learn to greet each other, exchange names, ask how someone is, count to ten and say how old they are. All children should be able to: • say hello and goodbye; • introduce themselves; • say how they are feeling; • count to ten; • say how old they are. Most children will be able to: • use different greetings for different situations; • ask and answer simple questions for each topic area. Some children will be able to: • use vocabulary they have learnt elsewhere to develop their sentences.

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

Lesson	Sequence of Learning
1	Engagement: Can you say hello in Spanish? WALT: say hello at different times of day. Aim: To engage in conversations and ask and answer questions in the context of introducing yourself. To exchange names in Spanish. Success criteria: I can say hello at different times of day. I can use formal and informal language appropriately. I can use gestures to support my conversation.
2	WALT: introduce myself to someone else Aim: To speak in sentences using familiar vocabulary, phrases and basic structures in the context of saying the times of daily activities. To say and write at what time I do things. Success Criteria: can introduce myself to someone else. I can ask another person their name. I can use gestures to support my conversation.
3	WALT: can use '¿Qué tal?' as a question Aim: To listen attentively to spoken language and show understanding by joining in and responding. To engage in conversations and ask and answer questions in the context of talking about how you are. To discuss how I am feeling. Success Criteria: I can use '¿Qué tal?' as a question. I can choose the appropriate phrase to say how I feel
4	WALT: say goodbye in a variety of ways Aim: Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of saying goodbye. To choose appropriate phrases for the situation. Success Criteria: I can say goodbye in a variety of ways. I can reply to greetings with the appropriate answer.
5	WALT: say the numbers 0-10 in Spanish. Aim: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language; in the context of counting. To recognise and repeat the numbers 0-10 in Spanish. Success Criteria: I can say the numbers 0-10 in Spanish. I can listen and repeat carefully. I can join in a song that counts in Spanish. I can use music to help me remember new words
6	WALT: ask how old someone is. Aim: Speak in sentences, using familiar vocabulary, phrases and basic language structures; Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age. To apply number word knowledge to make sentences Success Criteria: I can ask how old someone is. I can say my own age. I can use number words in my sentences.

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

Intent: In 'Being me in my world' (Year 4) children learn setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices and seeing things from others' perspectives.

Hooks from old learning: Previous 'Being me in my world' units for each Year Group.

Vocabulary: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job description, School, Community, Responsibility, Rights, Democracy, Reward, Consequence, Decisions, Choices, UN Convention on Rights of the Child, Learning Charter

Lesson	Sequence of Learning
1	WALT: become a Class 'Team' Learning intention: I know my attitudes and actions make a difference to the class team Social and emotional development learning intention: I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued
2	WALT: be a School Citizen Learning intention: understand who is in my school community, the roles they play and how I fit in Social and emotional development learning intention: I can take on a role in a group and contribute to the overall outcome
3	WALT: understand Rights, Responsibilities and Democracy Learning intention: I understand how democracy works through the School Council Social and emotional development learning intention: I can recognise my contribution to making a Learning Charter for the whole school
4	WALT: understand Rewards and Consequences Learning intention: I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them Social and emotional development learning intention: show I understand how rewards and consequences motivate people's behaviour
5	WALT: know Our Learning Charter Learning intention: I understand how groups come together to make decisions Social and emotional development learning intention: I can take on a role in a group and contribute to the overall outcome
6	WALT: understand owning our Learning Charter Learning intention: I understand how democracy and having a voice benefits the school community Social and emotional development learning intention: I understand why our school community benefits from a Learning Charter and can help others to follow it

Subject Composite: children design a poster for their learning charter

Impact: children learn that it is important to be a team, how to be a school citizen, their rights, responsibilities and democracy, that actions lead to rewards or consequences and how to know and understand the learning charter.

Hooks for new learning (Y3/4, Y5/6): All future 'Being me in my world' units.

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

Intent: In 'Celebrating difference' (Year 4), children focus on difference and diversity. They use this knowledge to help fit together the six puzzle pieces of learning about Celebrating Difference to create the Hall of Fame display.

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

Vocabulary: Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website Troll, Impression, Changed, Influence, Special, Different, Accept.

Lesson	Sequence of Learning
1	WALT: understand judging by appearance Learning intention: I understand that, sometimes, we make assumptions based on what people look like Social and emotional development learning intention: I try to accept people for who they are
2	WALT: understand influences Learning intention: I understand what influences me to make assumptions based on how people look Social and emotional development learning intention: I can question why I think what I do about other people
3	WALT: understand bullying Learning intention: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure Social and emotional development learning intention: I know how it might feel to be a witness to and a target of bullying
4	WALT: understand problem solving Learning intention: I can tell you why witnesses sometimes join in with bullying and sometimes don't tell Social and emotional development learning intention: I can problem-solve a bullying situation with others
5	WALT: understand 'special me' Learning intention: I can identify what is special about me and value the ways in which I am unique Social and emotional development learning intention: I like and respect the unique features of my physical appearance
6	WALT: understand celebrating difference: how we look Learning intention: I can tell you a time when my first impression of someone changed when I got to know them Social and emotional development learning intention: I can explain why it is good to accept people for who they are

Subject Composite: children help fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display

Impact: children learn how to respect their unique and physical features, problem solve a bullying situation and accept other people for who they are.

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