

History

Intent: the children will learn about when and where the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty) and some the amazing achievements of each civilisation. They will also look into Ancient Egypt in more detail, including location, landscape, way of life and artefacts including Tutankhamen, tombs, pyramids and burial sites.

Hooks from old learning (Y3/4): Through the Ages (Stone Age, Bronze Age, Iron Age), Emperors and Empires

Lesson	Sequence of Learning
1	<p>Introduce topic question: What can we learn from Ancient Civilisations?</p> <p>Cold Task quiz: children to discuss in groups what they already know (or think they know) about civilisations.</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</p> <p>WALT: explore where and when the first civilisations began</p> <p>Civilisation - What does this word mean? People have not always lived in permanent settlements. Go through hunter gatherer information and when farming was first used by humans. How do you think farming changed the way humans lived? Over the next few lessons, we will be looking at some of the first civilisations in history and investigating what they achieved. When did people first start writing? When did people first build buildings and walls? When did people first start using money? When did people first build cities? Explain what the terms 'BCE' and 'CE' mean. Show the labelled timeline.</p>
2	<p>WALT: find out about the first writing systems</p> <p>How do we find out about the past? Until people developed writing systems, we had to rely on archaeological evidence to help us find out about what life was like. We can find out some things from archaeological evidence but not others. Can you think of some things we can't find out about if we only rely on archaeological evidence? The first people to invent writing were the Sumerians. Show what early writing was used for and how it developed. Other early civilisations had their own writing systems that they developed. Show Egyptian hieroglyphs, the Shang Dynasty oracle bones and the first alphabets of the Phoenicians. How do you think the invention of writing has helped us to find out about the past? How do you think it changed the lives of people at the time?</p>
3	<p>WALT: explore trade in early civilisations.</p> <p>Show characters on the slides. One is good at making pottery so has lots of pots. One is a farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Show how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods. Show children the timeline of ancient civilisations on the slides. When do you think coins first started to be used? Why do you think money was needed? Show children the objects on the slides. If we didn't have money today, what do you think would be a fair trade for this item?</p>
4	<p>WALT: find out about mathematical understanding in early civilisations</p> <p>Show children the scenario - you are an ancient Sumerian trader. You take your clay pots and baskets to trade at the marketplace. You trade a few during the day and keep track of what you have sold. You want to record what has been sold so you don't forget but numbers (not to mention pens and paper) haven't been invented yet. What would you do to record that you had sold five clay pots and seven baskets? Each early civilisation developed their own number system. Some were similar to ours, like the ancient Egyptian decimal system, but some were very different, like the Sumer number system. Show the Sumerian number system and how it uses a base of sixty instead of ten. Early civilisations didn't just use number systems. They also worked out systems for weights and measurements too. Show the Indus Valley system of weights and measures.</p>
5	<p>WALT: explore the technology and inventions of early civilisations</p> <p>What does the word 'technology' mean? Show them the definition on the slides. What sort of technology do you think early civilisations had? What technology do you think they didn't know about yet? One of the earliest technologies was the wheel. Show how the Sumerians used the wheel, first for pottery and then for carts. Can you think of any other things early civilisations might have invented? Show the objects on the slides. Which of these do you think were invented before the first civilisations? Which do you think were invented by the first civilisations? Which do you think were invented after the first civilisations? Your task today will be to find out whether their predictions were correct or not. How do you think we could find out?</p>
6	<p>WALT: explore the buildings and architecture of early civilisations</p> <p>Show children the pictures of a Sumerian ziggurat, an Egyptian pyramid and the Indus Valley citadel on the slides. When do you think these buildings were built? What are they made of? How were they built? Show how people moved on from living in caves and tents to more permanent homes. Once people had learnt to build sturdy homes, what other kinds of buildings do you think they would have needed? Show early temples, and the ziggurats, pyramids and citadels. Show the pictures of these structures on the slides. Which of these do you think is the most impressive and why?</p>
7	<p>WALT: consolidate knowledge and understanding of early civilisations</p> <p>Show children the timeline of early civilisations on the slides. What do you now know about these civilisations? Show children the questions on the slides, e.g. What did early civilisations know about astronomy? As a class, tick which sentences they think are true, then check on the slides. What do you think the most important achievements of early civilisations were?</p>

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

History

Intent: the children will learn about when and where the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty) and some the amazing achievements of each civilisation. They will also look into Ancient Egypt in more detail, including location, landscape, way of life and artefacts including Tutankhamen, tombs, pyramids and burial sites.

Hooks from old learning (Y3/4): Through the Ages (Stone Age, Bronze Age, Iron Age), Emperors and Empires

Lesson	Sequence of Learning
8	<p>WALT: locate ancient Egypt in time and place</p> <p>We will be learning about ancient Egypt. Do you know what the difference between ancient and modern is? Check the definitions of ancient and modern, and then go through the slides explaining the difference between AD and BC. Show children a timeline. Can you find ancient Egypt on this timeline? When did the ancient Egyptian civilisation take place? Create a mindmap on the slides showing what they know. Look at where Egypt is located on the map. What is Egypt like today? Has anyone been on holiday to Egypt? What did you see or do? Show the pictures of modern Egypt. Are there any clues about what Egypt used to be like?</p>
9	<p>WALT: learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.</p> <p>Show a map of Egypt and giving details about the Nile e.g. that it provided transport, water for farming etc. How important do you think the Nile was for the Ancient Egyptians? Egypt was split into two parts: the red land and the black land. How do you think the lives of Egyptians might have been different depending on where you lived? The desert was where Egyptians who could not afford to be mummified were buried. Show children some pictures of mummies and ask for ideas on why the Egyptians liked to be mummified when they died.</p>
10	<p>WALT: find out about Tutankhamen and how artefacts can teach us about the past.</p> <p>Read through the story of Howard Carter and the discovery of Tutankhamen's tomb on the slides. Ask for a volunteer to Hot Seat being Howard Carter and encourage the other children to ask questions about the discovery e.g. How did you feel? What did you find? Look at some pictures of the items found in the tomb. What do these tell us about Tutankhamen and life in Ancient Egypt? EXTEND – is it right to disturb someone's tomb even after thousands of years? What is the difference between an archaeologist and a tomb robber? Look at how scientific advances can help us to find out what Tutankhamen looked like and investigate how he died</p>
11	<p>WALT: understand the importance of artefacts in helping us find out about the past.</p> <p>Show the children pictures of ancient Egyptian artefacts on the slides. What is it? What do you think it was used for? Who do you think used it? Artefacts are important in telling us information about the past. Without them, we wouldn't know nearly as much about the lives of people in ancient civilisations. Show the Rosetta stone and how this made us able to translate ancient Egyptian hieroglyphics. Show some examples of hieroglyphics in Egyptian art and documents. What do you think they are saying?</p>
12	<p>WALT: find out about the way of life in ancient Egypt</p> <p>Tell children that today they will be researching life in ancient Egypt. What kinds of things might we want to find out about? Show the list of categories on the slides and come up with some questions for each one that the children might like to research e.g. clothes, religion, women and children, farming etc. What can you use to find the information you need? What sources of information are available? Make sure children understand that information can be found in a variety of ways e.g. from books, the internet, pictures, CD ROMs etc.</p>
13	<p>WALT: learn about Egyptian tombs, pyramids and burial sites.</p> <p>Read through the information on the slides about Egyptian beliefs on life and death. How are these beliefs different from beliefs about life and death today? Describe the process of mummification, and how and why bodies were preserved. Show some pictures of objects related to this subject e.g. pyramids, sarcophagi, mummies, tombs etc. What does each of these objects tell us about Egyptian beliefs on life and death?</p>
14	<p>WALT: recall, select and organise historical information</p> <p>Display a list of questions on the slides. How many of these questions can you answer? How many of these questions would you have been able to answer at the beginning of the unit? We will be recalling as much information as we can about ancient Egypt. What have you found most interesting, what have you found most difficult, what would you like to find out more about etc. We can find out a lot about a civilisation from the clues they left behind but is there anything that we can't find out? EXTEND – what would happen if we didn't study history and past civilisations? What can we learn not just about the people of the past, but about our society today through the study of history?</p>

Subject Composite: the children will create a way to present their knowledge of Ancient Civilisations e.g., a non-chronological report, poster, fact file or presentation.

Impact: Children will further develop their historical understanding of chronology, ancient civilisation, ancient Egypt and be able to ask questions on the long-term impacts of these times.

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Science

Intent: In Electrical circuits and conductors, children learn about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make an electrical game.

Hooks from old learning: (Y3/4): Light

Lesson	Sequence of Learning
1	<p>Introduce the topic question: What are electrical circuits and conductors?</p> <p>Cold Task quiz: children to discuss in groups what they already know (or think they know) about circuits and conductors.</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>WALT: identify common appliances that run on electricity</p> <p>Ask children what they already know about electricity. Can children explain what we use electricity for? Why is it important? What do children think people used before electricity? Discuss with children how electricity is a form of energy that can stay in one place or flow from one place to another. Show a range of objects, some that are powered by electricity and others that are not. Can the children identify which objects are powered by electricity and which are not?</p>
2	<p>WALT: understand how to keep safe around electrical appliances.</p> <p>Recap with children which electrical appliances they might find in the home. Ask children if they have ever been told never to touch a plug socket. Do they know why this is dangerous? Discuss mains electricity around the home and why we are told not to play with plug sockets. There are measures in place to keep us safe from electricity, e.g. protective layers that electricity cannot pass through. Ask children whether they remember what else we can use to power an object. Batteries store energy and are different to mains electricity you would find when plugging in an appliance. Discuss the differences between batteries and mains electricity and the safety concerns with both. Show children a range of safety signs. Have children ever seen these before? Where might they find the posters? Discuss how we can keep safe around electricity. Electric shocks can cause serious injury or can even be fatal.</p>
3	<p>WALT: construct simple circuits</p> <p>Explain to children that lights, washing machines and other appliances work by an electrical current flowing through a circuit. A simple circuit is made up of different components. Show children different components on the screen. Are they able to name them? Discuss how a switch works. A simple switch is made up of a metal lever which when pressed down meets a metal contact; this would mean the switch is on and allows the current to flow through. When the switch is turned off, the circuit is broken. Ask children to think about what they would do to power the lightbulb. Show a circuit that doesn't work. For a circuit to work, it needs a power source. Can they spot a power source in the circuit? How can they fix it?</p>
4	<p>WALT: recognise common conductors and insulators</p> <p>Display the terms 'conductor' and 'insulator'. Do children know what these terms mean? Think, pair, then share children's ideas. • Explain to children that a conductor is a material that allows electricity to flow through it. In comparison, an insulator is a material that resists an electrical current. • Show children the picture of the plug on the slides. What materials is this plug made from? Why do you think these materials have been chosen? Invite children to share their ideas then go through the information on the slides. • Discuss the investigation they will be carrying out today and how we can make it a fair test</p>
5	<p>WALT: make a simple device which includes a circuit.</p> <p>Revisit topic question: What are electrical circuits and conductors?</p> <p>Play a quick-fire true or false game with the children to recap knowledge of circuits and electricity. Recap switches with the children, asking them why a switch might be included in a circuit, including safety reasons as well as practical reasons such as saving electricity. Explain to the children that today they will be making their own device, which includes a circuit and a switch. Run through some hypothetical situations where someone's device isn't working. Can the children give the person some advice on how they could fix the problem?</p> <p>Hot Task quiz: What do we <u>now</u> know about electrical circuits and conductors.</p>

Subject Composite: children will use their knowledge and understanding of circuits and conductors to create an electrical game.

Impact: children will learn about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.

Hooks for future learning: (Y5/6): Electricity

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Art and Design

Intent: The project 'Statues, Statuettes and Figurines' Explore techniques used to create Ancient statues, statuettes and figurines and use images of sculptures to sketch and create Ancient Sumer style clay statues.

Hooks from old learning: (Y1/2) Funny faces and fabulous features, (Y3/4) People and places

Lesson	Sequence of Learning
Intro.	<p>WALT: explore and develop three-dimensional art that uses the human form</p> <p>Introduce the project by recapping the children's understanding of the term 'figure drawing'. Talk about their previous experiences of drawing figures and forms, especially from direct observation. Show the Figure drawing video to remind the children of styles and methods of figure drawing. After watching the video, display the Figure drawing picture cards and ask the children to discuss their style, poses and artistic techniques. Provide the children with a range of drawing materials, including pen, ink, pencils and charcoal. Direct them to work in small groups, with each group member taking turns to pose for a short period while the other children make small sketch drawings. Encourage them to stand in different poses and use the properties of the materials to add shape, detail, tone and form to their drawings. At the end of the session, invite the children to leave their sketchbooks open and move around the groups to observe the work.</p>
1	<p>WALT: understand the meaning of the artistic terms statue, statuette and figurine</p> <p>Ask the children if they know the meaning of the artistic terms 'statue', 'statuette' and 'figurine'. Share the meaning of the vocabulary, then show the children the Statues, statuettes, and figurines presentation and the Statues, statuettes and figurines Pinterest board. After sharing the presentation, ask the children to recount the information, explaining the different types of sculpture. Invite the children to choose one of the Statues and statuettes question sheets to study and complete, recording their work in their sketchbooks. After completing their chosen question sheet, invite the children to discuss their answers and observations using the Statues and statuettes answer sheet. Ask the summary question, 'What are the common characteristics of statues, statuettes and figurines?'</p>
2	<p>WALT: explore sculpture in Ancient civilisations</p> <p>Recap on the different types of figurative sculpture. To explain and introduce the significance of statues, statuettes and figurines in ancient civilisations, show the Sculpture in ancient civilisations video. After sharing the video, invite the children to discuss the information presented and reflect on the sculptures from the different civilisations. Give out the Ancient sculptures picture cards and ask the children to choose one to draw in detail in their sketchbooks. Encourage them to make annotations next to their sketches to highlight design features of their chosen form. At the end of the session, invite the children to share and compare their drawings and explain why sculpture was important to ancient civilisations and why ancient sculpture is a valuable art form today.</p>
3	<p>WALT: Use clay to create a detailed or experimental 3-D form.</p> <p>Recap on what the children have already learned about animal sculpture. Explain that they will be practicing clay skills that will help them with their innovate challenge. Model the clay skills shown on the Clay skills recording sheet and allow the children to ask and answer questions as you demonstrate. At the end of the session, share what the children have learned, including asking them to demonstrate any of the skills. Roll the clay back into a ball at the end of the session and keep it in an airtight container for the innovate challenge.</p>
4	<p>WALT: give constructive feedback to others</p> <p>Display the children's figurines. Invite them to comment on the pieces, saying what has worked well and what could be improved. Explain that feedback should be constructive, helping the artist to see things that could be made better. Give all children a copy of the Statues, Statuettes and Figurines question sheet to assess their learning.</p>

Subject Composite: children to display their finished work for a parent visit or for the school website. The children will also evaluate their work and feedback on the work of others.

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) Expression and Taotie

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Design and Technology

Intent: The project 'Tomb builders' children learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.

Hooks from old learning: (YR, Y1/2) Taxi, Uses of materials

Lesson	Sequence of Learning
1	<p>WALT: explore and discuss simple machines</p> <p>Share the Simple machines presentation. Talk about the information in each slide and how simple machines make jobs easier by changing the direction and magnitude of a force. Ask the children to look at the Simple machines picture cards and decide which simple machines are used in each one. Discuss the children's answers at the end of the session and identify how the simple machines are sometimes used in combination to make a compound machine. For example, the wheelbarrow is a compound machine, with a lever, and a wheel and axle.</p>
2	<p>WALT: explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p>Read the Exploring simple machines teacher information before setting up a range of activities for the children to explore levers, pulleys, inclined planes and wheels and axles. Encourage them to try to imagine how difficult each task would be without using the machine, then under close supervision, ask them to use the simple machines to complete each task. Encourage them to draw a labelled diagram of each machine they use, explaining the effect of using the machine for the task and how the strength or the direction of the force changes when a simple machine is used.</p>
3	<p>WALT: Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>Provide the Simple machines instructions and a range of junk modelling materials, including cotton reels, dowel rod and cardboard boxes, for the children to create simple machines. Talk about the characteristics of the materials used, including the strength, rigidity and smoothness. Support the children as they join their materials. At the end of the session, ask the children to draw annotated sketches of their simple machines and explain any difficult aspects of the task.</p>
4	<p>WALT: share designs with others, demonstrating how their machines work</p> <p>Ask the children to share their designs with others, demonstrating how their machines work and explaining how they would help the pyramid builders of ancient Egypt. Encourage the children to evaluate the success of each other's designs, describing which aspects worked well and identifying areas for improvement. At the end of the session, ask the children to fill in the Machine prototype evaluation sheet to reflect on their work.</p>

Subject Composite: The children design and make a simple machine, then demonstrate and evaluate their successes and areas for improvement.

Impact: children will learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.

Hooks for new learning: (Y5/6) Moving mechanisms, Engineer

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Computing

Intent: In Email (Y3), children think about different methods of communication, open and respond to an email using an address book, learn how to use email safely, add an attachment to an email and explore a simulated email scenario

Hooks from old learning: (YR, Y1, Y2) Online Safety and PM, Technology Outside School, Online Safety, Effective Searching, Grouping and Sorting, Pictograms, Spreadsheets and Questioning.

Lesson	Sequence of Learning
1	<p>WALT: understand communication Aim: to think about the different methods of communication Success Criteria: • Children can list a range of different ways to communicate. • Children can use 2Connect to highlight the strengths and weaknesses of each method. • Extension: Children can order the various types of communication that have been used through history.</p>
2	<p>WALT: understand composing emails Aim: to open and respond to an email. • To write an email to someone from an address book. Success Criteria: • Children can open an email and respond to it. • Children have sent emails to other children in the class. • Extension: Children can use the search option in the address book to find a classmate when sending an email.</p>
3	<p>WALT: use email safely: part 1 Aim: to learn how to use email safely. Success Criteria: • Children have written rules about how to stay safe using email. • Children have contributed to classmates' rules. • Extension: Children understand the importance of draft.</p>
4	<p>WALT: use email safely: part 2 Aim: to learn how to use email safely. Success Criteria: • Children have created a quiz about email safety which explores scenarios that they could come across in the future. • Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it</p>
5	<p>WALT: use attachments Aim: to add an attachment to an email. Success Criteria: • Children can attach work to an email. • Children know what CC means and how to use it.</p>
6	<p>WALT: use email simulations Aim: to explore a simulated email scenario. Success criteria: • Children can read and respond to a series of email communications. • Children can attach files appropriately and use email communication to explore ideas. • Extension: Children know why the terms CC and BCC are used • Children understand when to use CC or BCC</p>

Subject Composite & Impact: Children will think about the different methods of communication, open and respond to an email, write an email to someone from an address book, learn how to use email safely, learn how to use email safely, add an attachment to an email and explore a simulated email scenario.

Hooks for new learning (Year 5&6): Online Safety, Blogging, Databases, Quizzing and Spreadsheets with MS Excel or Google Sheets.

Ancient Civilisations

Summer 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: Blackbird by the Beatles.

Hooks from old learning: All previous music units.

Lesson	Sequence of Learning
1	WALT: Blackbird by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm ups b. Start to learn Stop! - the sung and rapped chorus, A and B Performance - Perform /share the learning from this step.
2	WALT: Yellow Submarine by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps d. Performance - Perform /share the learning from this step.
3	WALT: Hey Jude by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps Performance - Perform /share the learning from this step.
4	WALT: Can't Buy Me Love by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps Performance - Perform /share the learning from this step.
5	WALT: Yesterday by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps Performance - Perform /share the learning from this step.
6	WALT: Let It Be by The Beatles Listen and Appraise the song Musical Activities <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps

Subject Composite: Prepare and perform/share Blackbird.

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.

Sequence of learning

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'What do Christians learn from the Creation Story?', children learn the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible

Hooks from old learning: (Y1/2) - Who made the world?

Lesson	Sequence of Learning
1	Engagement: What do Christians learn from the Creation story? WALT: Where does Creation belong in the 'Big Story' of the Bible? Introduce the key question for the unit: Recap what pupils know and remember of the story. Show the 'Big Story' timeline to pupils. It is right near the start as it is extremely near the beginning of the 'Big Story.' Give pupils 5 titles 'God', 'Creation', 'Incarnation', 'Gospel', 'Salvation'. Discuss the meaning of each for a Christian. Pupils should put them in the order that many Christians see them happening in the Bible. Have the first Creation story from Genesis in the centre of a large piece of paper. Ask: Do you know where this is found in the Bible? Explain that it is found in the very first chapter – Genesis 1.
2	WALT: What kind of world do Christians believe in? What do we mean by good? Recap the learning from last lesson. See how quickly pupils can order the 5 words describing elements of the 'Big Story' of the Bible. Remind them that all the little stories in the Bible fit somewhere into the 'Big Story.' Ask pupils to list what parts of God's creation are noted as 'good' or 'very good' in the Biblical story. Questions to be answered: What do we mean by 'good'? Is 'good' to do with behaviour? What is a 'good' car or a 'good' phone? Birds eat worms, can birds be 'good'?
3	WALT: How have Christians interpreted looking after the world? Go back to the key words from last time. Discuss why each is important to the story. Repeat the sound/action activity. Ask pupils: Who owns the world? What might some Christians say? What might other people say? Explain that pupils are going to function as theologians and try to interpret Biblical text. Give pupils 2 different translations of Genesis 1:26-28 (e.g International Children's Bible and The Message). Genesis 1:26-28. Ask: What do you think many Christians would say these instructions mean? What do they show many Christians about how they should treat God's creation? Pupils should order the meanings of Genesis 1:26-28 from most to least likely.
4	WALT: How do different Christians think about and look after the environment? Recap: Ask pupils to order the 5 parts of the 'Big Story' they know about so far. Give them smaller stories from the Bible e.g Jesus is born, Jesus teaches the story of the Lost Son, God creates the world. Pupils should match each with the part of the 'Big Story' it corresponds to. Explain that the leader of the Catholic Church is the Pope, and that Pope Francis wrote a letter about the environment. In it, some of his main points were: -Humans should have good relationships with God, other humans, and the earth. These good relationships have been broken because of sin. Some Christians have interpreted Genesis 1:26-28 wrongly, giving humans too much bad power over the environment. So now people's relationship with the environment is not good.
5	WALT: What do Christians mean by 'The Fall'? Recap learning so far using the sticky knowledge slides. Focus on how and why many Christians think it is important to care for the world, key features of the creation story and the Big Story of the Bible. Display the 5 parts of the 'Big Story' of the Bible that pupils already know in order. Add 'The Fall' and 'People of God' between 'Creation' and 'Incarnation.' Share the story of the Fall with pupils, asking them to watch out for when Adam and Eve were tempted and gave in to the feelings of temptation. Explain that the part of the story where Adam and Eve eat the fruit is a part of the 'Big Story' and is known as 'The Fall'. This is because Adam and Eve sinned by doing something they knew God did not want them to do and they 'fell' from being close to God. Not only was their relationship with God damaged, but also their relationships with other people and the earth.
6	WALT: What do many Christians learn from the stories of Creation and the Fall? Look at the list of Bible stories produced in Lesson 1 and the 7 parts of the 'Big Story' in order from last lesson. Ask pupils if they can identify which part of the 'Big Story' each of the stories on their list fit into. Work together through the other sticky knowledge slides. Pupils should complete the sticky knowledge assessments individually. Display the question 'What do many Christians learn from the stories of Creation and the Fall?' Give pupils the opportunity to reflect on their learning in this unit and answer it as fully as possible. Answers could be given in writing or verbally.

Subject Composite: Children will be able to explain they key messages of the Creation story and Christians are called to look after God's world. They will demonstrate this in an explanation and presentation in class.

Impact: Children familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Spanish

Intent: In 'Time to Eat!', children learn to recognise and repeat key vocabulary about food, use determiners for identifying quantities in making polite requests, give a preference for or against things describe the colour (s) of an object by modifying adjectives, use adjectives accurately to describe food items and have short conversations about food (in Spanish).

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

Lesson	Sequence of Learning
1	Engagement: Can you name foods in Spanish? WALT: recognise and repeat key vocabulary about food Aim: To appreciate stories, songs, poems and rhymes in the language in the context of food. To recognise and repeat key vocabulary about food. Success Criteria: I can understand and join in with a story. I can name food items in Spanish.
2	WALT: use determiners for identifying quantities in making polite requests Aim: To understand key features and patterns of basic grammar in the context of food. To use determiners for identifying quantities in making polite requests. Success Criteria: I can count items and use 'some' for amounts. I can ask politely for something.
3	WALT: give a preference for or against things Aim: To understand key features and patterns of basic grammar in the context of stating preferences about food. To give a preference for or against things. Success Criteria: I can choose the correct determiner (el/ la/los/ las) when talking about food. I can say if I like or dislike a food. I can make the correct choice between 'me gusta' and 'me gustan'. I can understand someone's food preferences
4	WALT: describe the colour(s) of an object by modifying adjectives. Aim: To describe people, places, things and actions orally and in writing in the context of describing food by colour. To describe the colour(s) of an object by modifying adjectives. Success Criteria: I can describe what colour something is. I can add words to be more precise about a colour. I can place words in the correct order.
5	WALT: use adjectives accurately to describe food items. Aim: To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives. To use adjectives accurately to describe food items. success Criteria: I know a range of adjectives to describe food items. I can explain that adjective spelling depends on number and gender. I can begin to spell adjectives based on grammar rules.
6	WALT: have short conversations about food Aim: To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. To have short conversations about food. Success Criteria: I know the vocabulary I need to talk about food. I can request the food I would like. I can ask and answer questions about food.

Subject Composite: children will present their knowledge of preparing, eating and talking about food (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

Ancient Civilisations

Summer Year A

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

Intent: In 'Relationships', children fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box

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

Lesson	Sequence of Learning
1	WALT: understand jealousy Learning intention: I can recognise situations which can cause jealousy in relationships Social and emotional development learning intention: I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
2	WALT: love and loss Learning intention: I can identify someone I love and can express why they are special to me Social and emotional development learning intention: I know how most people feel when they lose someone or something they love
3	WALT: create the Memories Puzzle outcome: Memory Box Learning intention: I can tell you about someone I know that I no longer see Social and emotional development learning intention: I understand that we can remember people even if we no longer see them
4	WALT: understand Getting on and Falling Out Learning intention: I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Social and emotional development learning intention: I know how to stand up for myself and how to negotiate and compromise
5	WALT: understand Girlfriends and Boyfriends Learning intention: I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older Social and emotional development learning intention: I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6	WALT: Celebrating My Relationships with People and Animals Learning intention: I know how to show love and appreciation to the people and animals who are special to me Social and emotional development learning intention: I can love and be loved

Subject Composite: children help fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box

Impact: children learn to recognise jealousy in relationships, identify people they love, tell you about someone they no longer see, recognise that friendships change, understand what having a boyfriend/girlfriend might mean and show love and appreciation to people and animals that are special to them.

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