

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## Geography

**Intent:** This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

**Hooks from old learning:** (Y1/2): Coastline (Y3/4): Misty Mountain, Winding River

**Vocabulary:** inner core, outer core, mantle, crust, ash cloud, molten rock, crater, lava flow, magma chamber, dorman, active, extinct, tectonic plate, fault line, Ring of Fire, eruption, avalanche, tsunami, landslide, earthquake, magnitude

Lesson	Sequence of Learning
1	<p><b>Introduce topic question: What do you know about Volcanoes and Earthquakes?</b></p> <p><b>Cold Task quiz:</b> children to discuss in groups what they already know (or think they know) about volcanoes and earthquakes</p> <p><b>Curious Questioning - What do we want to find out about?</b> Create class mind-map of children's questions to answer throughout the topic.</p> <p><b>WALT: understand the structure of the Earth</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Review the lesson vocabulary with the students. Now look at the image of Mount Sinabung erupting. What do the students know about volcanoes? Watch the footage of Mount Sinabung erupting.</li> <li>Explain that to understand why volcanic eruptions happen it's first necessary to know about the structure of the Earth. Watch the Learning Junction video about the layers of the Earth.</li> <li>Now look at the image of the Earth. Can students match each layer to its name? Now can students match each layer of the Earth to the descriptions?</li> </ul>
2	<p><b>WALT: investigate the structure of a volcano</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Review the lesson vocabulary. Can the students work out the link between the vocabulary and volcanoes?</li> <li>Look at the photo of the volcanic eruption taken from the International Space Station. Can the students work out what the photo shows and where it was taken from?</li> <li>Look at the photo of Mt Etna erupting at night. What can the students see? (Glowing lava flow, cloud of ash). Explain that volcanoes are openings in the Earth's surface from which scorching hot magma, rocks, ash and gases escape. What do we call magma when it reaches the Earth's surface?</li> <li>Now watch the video to learn more about how volcanoes are formed. Look at the next slide. What do the students remember from the video?</li> <li>Next look at the main features of a volcano. Model the vocabulary for students. Can the students remember the different features of a volcano?</li> </ul>
3	<p><b>WALT: locate the world's most famous volcanoes</b></p> <p><b>Main teaching:</b></p> <p>Look at the images of some of the world's famous volcanoes including Mount Fuji (Japan), Mount Pinotubo (Philippines), Aconcagua (Argentina) and Mount Etna (Italy). Ask the students questions to check understanding:</p> <ul style="list-style-type: none"> <li>What is an active volcano?</li> <li>What does dormant mean? (If students learn French or Spanish, link dormant to the verb 'dormir' which means 'to sleep' in both languages).</li> <li>What does extinct mean? (Dinosaurs went extinct about 65 million years ago).</li> </ul>
4	<p><b>WALT: understand that the Earth's crust is split into tectonic plates</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Review the lesson vocabulary with the students. Now watch the video about plate tectonics. Can the students answer the multiple choice questions about the video correctly?</li> <li>Now look at the map of the Earth's tectonic plates. Can the students name the different plates? (N.B. Many of the plate names correspond to names of the continents.) Can students find the plates on which the UK, New Zealand, India, Hawaii and Madagascar are situated?</li> </ul>
5	<p><b>WALT: investigate the five deadly features of a volcanic eruption</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Recap the different types of volcanoes – extinct, active and dormant. Look at the lesson vocabulary. Ask students to match the words to the pictures.</li> <li>Look at the images of the Soufriere Hills eruption in Monserrat in 1995 and subsequent damage. What do students think are the most dangerous features of a volcanic eruption?</li> <li>Show students the images and video clips of the five deadly features of a volcanic eruption: - Volcanic ash - Lava flow - Volcanic bombs - Pyroclastic flow - Mud flow (or 'lahar') - Ask questions for each image to check students' understanding.</li> </ul>
6	<p><b>WALT: explore the effects of volcanic eruptions on Montserrat</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Look at the lesson vocabulary.</li> <li>Look at the photo of Woodlands Beach and the Montserrat flag. Do students notice anything about the flag? Explain that the flag has a Union Jack on it because it is a British overseas territory.</li> <li>Next look at the world map and locate the UK and the Caribbean. Both places are islands. Using geographical vocabulary, can students explain what an island is? Look at the map of the Caribbean Sea. Can the students find Montserrat?</li> </ul> <p>Look at the photo of Soufriere Hills and explain that Montserrat is dominated by this 915m high volcano. Look at the map of Montserrat. Can the students find Woodlands Beach, Soufriere Hills and Plymouth, the island's capital? Can the students think of a reason why it says 'abandoned' next to Plymouth? Why is there an 'exclusion' zone around the volcano?</p> <p>Look at the photo of Soufriere Hills erupting in 2009? What evidence is there of previous volcanic eruptions? Explain that Soufriere Hills started erupting again in 1995. In one eruption in 1997, nineteen people were killed and thousands left the island, either going to neighbouring Caribbean islands or the UK. The eruptions also destroyed the island's capital Plymouth. Watch the video clip about the eruptions in the 1990s.</p>
7	<p><b>WALT: think about why people live near volcanoes</b></p> <p><b>Main teaching:</b></p> <ul style="list-style-type: none"> <li>Recap the different types of volcanoes - extinct, active and dormant. Look at the lesson vocabulary.</li> <li>Look at the images of Mount Etna and Mount Vesuvius. Watch footage of the eruptions of Etna in 2017 and Vesuvius in 1944. Would the students want to live close to an active volcano? Can the students think of any reasons why people live so near?</li> </ul>

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Lesson	Sequence of Learning
8	<p><b>WALT: understand what causes an earthquake</b></p> <p><u>Main teaching:</u></p> <ul style="list-style-type: none"> <li>Look at the lesson vocabulary. Recap the names of the layers of the Earth.</li> <li>Can students remember what we call the boundaries between tectonic plates? Some fault lines between plates can actually be seen in the landscape. Look at the photo of the San Andreas fault in California.</li> <li>Look at the photos of the Haiti earthquake in 2010. What do the students know about earthquakes? What is an earthquake? Do they have any ideas about why they happen?</li> <li>Look at the world map of earthquakes between 1963 and 1998. Can students spot a pattern? Most earthquakes occur on or around the fault lines between earthquakes.</li> <li>Watch Earthquakes 101 and do <b>Activity 1</b>.</li> <li>Prior to <b>Activity 2</b>, recap the causes of earthquakes. Then look at the diagram and locate the hypocentre and epicentre.</li> </ul>
9	<p><b>WALT: investigate the five deadly features of an earthquake</b></p> <p><u>Main teaching:</u></p> <ul style="list-style-type: none"> <li>Look at the lesson vocabulary. Recap the names of the features on the earthquake diagram.</li> <li>Look at the photo of the destruction after the Nepal earthquake in 2015. Do students have any ideas what the most deadly features of an earthquake are?</li> <li>Go through the features one-by-one and watch the associated videos.</li> <li>- Ground shaking - Tsunamis - Landslides - Raising or lowering of land - Liquefaction</li> <li>Explain the activity to the students.</li> </ul>
10	<p><b>WALT: research the world's biggest earthquakes</b></p> <p><u>Main teaching:</u></p> <ul style="list-style-type: none"> <li>Recap the names of the continents and oceans of the world as a starter.</li> <li>If the students wanted to find out more about earthquakes, how would they go about doing this? General answers may include 'books' or 'the internet'. Ask students to try to be more specific. What kind of books? Which websites on the internet? Where could we find information books about earthquakes?</li> <li>Tell students that today they will be conducting internet research on earthquakes using an online encyclopaedia, Wikipedia. What is an encyclopedia? Have they ever used Wikipedia? What did they use it to find out? Look at the table of the world's twelve biggest earthquakes. What type of information do they need to find? (Continent, date, magnitude, casualties).</li> <li>Take a look at the Wikipedia page which they will use. Look at the lists of earthquakes. Which list do they need? Click on 'List of earthquakes by magnitude' and take a look at the table. Which category of information can they not get from this table? How could they find out the number of casualties for each earthquake? Introduce the activities.</li> </ul>
11	<p><b>WALT: locate the world's biggest earthquakes using latitude and longitude</b></p> <p><u>Main teaching:</u></p> <ul style="list-style-type: none"> <li>As a starter, ask the students to count the lines. Are there more horizontal or vertical lines? Look at the world map and introduce lines of latitude and longitude. An easy way to remember these names is "latitude-flatitude" (i.e. lines of latitude are flat).</li> <li>Next ask the students if they remember what we normally call the 0° line of latitude (the Equator). Then introduce the 0° line of longitude - or Prime Meridian - and explain that this runs through London from the North Pole to the South Pole. (N.B. If possible, pointing out where the Equator, Prime Meridian and North/South Poles are on a globe will help students understand these concepts. Also, it is important to emphasise that these are <i>imaginary point/lines</i>, although you can see the Prime Meridian line if you go to the <a href="#">Royal Observatory in Greenwich</a>.)</li> <li>Now explain that we can use the equator and prime meridian to describe the position of any place in the world. To do this we need to give its: <ul style="list-style-type: none"> <li>- Latitude (i.e. how far north or south of the equator a location is)</li> <li>- Longitude (i.e. how far east or west of the prime meridian a locations is)</li> </ul> </li> <li>Guide the students through the slides explaining and reinforcing how to give find the coordinates (i.e. latitude and longitude) of a location, including different capital cities. Then introduce students to the activity.</li> </ul>
12	<p><b>WALT: write an earthquake fact file</b></p> <p><u>Main teaching:</u></p> <ul style="list-style-type: none"> <li>Look at the lesson vocabulary. How would the students measure: The height of an elephant? The weight of an apple? The strength of an earthquake?</li> <li>Show students the photo of a seismograph. Tell them that we call the strength of an earthquake its magnitude and this is measured using the Richter scale from 1-10. Watch the video of a seismograph measuring an earthquake in Iceland.</li> <li>Look at the slides showing the after-effects of the earthquakes in Haiti (2010), New Zealand (2011) and Japan (2011).</li> <li>Tell students they are going to research one of these earthquakes to write a fact file.</li> </ul>

Sequence of learning

**Subject Composite: create an earthquake fact file and answer a sticky knowledge test**

**Impact:** Children will further develop their geographical understanding of the features and characteristics of Earth's layers, volcanoes, tectonic and seismic activity.

**Hooks for new learning: (Y5/6): Frozen Kingdom**

**Rocks, Relics and Rumbles**  
**Spring**  
**Tater Du Class (Y3/4)**  
**Sequence of Lessons**

**Science**

**Intent:** In Rocks, the children will learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter

**Vocabulary:** rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation, petrologist, man-made rocks, brick, tile, concrete, Igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, identification key, fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould and cast

**Hooks from previous learning:** (Y1/2) Everyday materials

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>Cold Task:</b> Children collectively make a list of questions on rocks that can be answered through a range of scientific enquiries during the course of the topic</p> <p><b>WALT: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Collectively make a list of questions on rocks that can be answered through a range of scientific enquiries during the course of the topic</li> <li>Undertake <b>The Hard Rock Challenge</b> – a game that requires them to begin to observe rocks carefully and group them in different ways according to their features</li> <li>Make detailed labelled drawings of 6 common rocks and write descriptions of their observable features</li> <li>Learn the names of 6 common rocks whilst playing an active game – <b>Rock Stars!</b></li> </ul>
2	<p><b>WALT: understand that rocks are formed in 3 different ways</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Devise their own fair test for the hardness of rocks and use their results to put samples in rank order</li> <li>Use water and pipettes to devise a fair test for the permeability of different rocks</li> <li>Record results of tests and observations in tabular form</li> <li>Test rocks with acid (vinegar) to discover if they are made of the shells of dead creatures</li> <li>Use a rock identification key to discover what type of rock each sample is</li> </ul>
3	<p><b>WALT: use knowledge of the properties of rocks to determine why particular rocks were selected for different tasks</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Take part in an active quiz game to assess and reinforce prior learning on rocks</li> <li>Undertake a rock survey of the local area to answer questions on the local bedrock and other rocks seen</li> <li>Determine why particular rocks and man-made rocks were used for particular purposes</li> </ul>
4	<p><b>WALT: describe in simple terms how fossils are formed when things that have lived are trapped within rock</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Learn about the great fossil hunter Mary Anning and ask questions to discover her story</li> <li>Learn how fossils are made and record by writing and illustrating the stages or through sequencing a text</li> <li>Make their own “fossil” of a shell using a Plasticine™ mould and plaster of Paris</li> <li>Handle real fossils and rehearse the stages of fossil formation through oral retelling</li> </ul>

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Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## Science

**Intent:** In Rocks, the children will learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter

**Vocabulary:** rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation, petrologist, man-made rocks, brick, tile, concrete, igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, identification key, fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould and cast

**Hooks from previous learning:** (Y1/2) Everyday materials

Lesson	Sequence of Learning
5	<p><b>WALT: recognise that soils are made from rocks and organic matter</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Play a guessing game to learn some amazing facts about soil and the crucial role it plays in supporting life</li> <li>Closely observe soil with hand lenses and list and classify the constituent parts</li> <li>Actively investigate and compare 3 different soils and their properties, recording findings</li> <li>With support, draw conclusions on the reasons for variation between soils</li> </ul>
6	<p><b>End of unit assessment quiz</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Recap on or assess all the learning in this block by doing a Rock, Fossil and Soil Quiz (see Teachers' Notes)</li> <li>Work in a team to plan and prepare a display of exhibits and activities for visitors to the Amazing Rock and Fossil Museum</li> <li>Share learning through written and oral presentations to a real audience</li> </ul>

**Subject Composite:** end of unit assessment test

**Impact:** The children's learning will have met the following curriculum objectives:

### Content

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

### Thinking scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- reporting on findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

**Hooks for future learning:** (Y5/6): Evolution and inheritance

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## Art and Design

**Intent:** The project 'People and Places' teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.

**Vocabulary:** abstract, anatomy, elongated, muted, posed, Renaissance, subject.

**Hooks from old learning:** (Y1/2) Still life, portraist and poses

Lesson	Sequence of Learning
Engage	<p><b>WALT: draw figures using simple, fluid lines and shapes.</b></p> <p>Show the Human form in art video and the Human form in art Pinterest board to introduce the children to the project. Discuss the artwork then explain that they will be taking part in a guided draw to explore the technique of figure drawing. Choose a volunteer to become a model and ask them to adopt a simple seated or standing pose. Invite the children to make a quick sketch of the figure in their sketchbooks. Encourage them to focus on the figure's simple shapes and fluid lines and ignore finer details, such as facial features. After a couple of minutes, stop the children and share and compare their sketches. Organise the children into small groups and direct them to take turns modelling and sketching. At the end of the session, invite the children to review their work and suggest ideas for improvement.</p>
1	<p><b>WALT: Work in the style of a significant artist, architect, culture or designer.</b></p> <p>Recap on what the children know about figure drawing and the human form in art. Explain that they will now explore the significant artist, LS Lowry. Introduce the children to his unique style of figure drawing by sharing the People and places presentation. Invite the children to study LS Lowry's figures in more detail by selecting a figure or groups of figures from the <i>Going to Work</i> picture card and drawing them in their sketchbooks. Encourage them to draw the shape and form of the figures and then use a similar colour scheme to colour them. At the end of the session, invite the children to discuss the style and narrative of LS Lowry's work, considering what his art tells us about the people and places he painted. Children can carry out further research in their own time by visiting the webpage About LS Lowry on The Lowry website and watching the videos, as directed in the Online gallery visit recording sheet.</p>
2	<p><b>WALT: Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</b></p> <p>Recap on LS Lowry's style of figure drawing. Explain that in contrast to his style, many artists prefer to draw figures in detail. Demonstrate the differences between LS Lowry and other figurative artists using the Drawing with detail presentation. Provide the children with various drawing materials and invite them to explore drawing with detail, using their hand as the focus. Encourage them to practice using the techniques shown in the presentation. At the end of the session, invite each group to share and compare their drawings and articulate what they found challenging.</p>
3	<p><b>WALT: Draw, collage, paint or photograph an urban landscape.</b></p> <p>Recap on the significance of the urban landscapes drawn and painted by LS Lowry, then show the Urban landscapes presentation and Urban landscapes Pinterest board to discuss how artists have represented urban landscapes. Encourage the children to think about a local urban landscape and ask questions, for example, 'How would you describe the character of our city centre? What do people do in our local town? What buildings and features would you see in our local urban environment?' Ask children to search for online images of their local town or city. Encourage them to copy and paste images into presentation or collage software to develop a digital collage. Allow children to print their digital collages and stick them into their sketchbooks, making notes about building types, character, human activity and narrative. Display the Urban landscape picture cards for inspiration.</p>
4	<p><b>WALT: Work in the style of a significant artist, architect, culture or designer.</b></p> <p>Display <i>Coming Out of School</i> by LS Lowry. Ask the children to discuss their first reactions to the image with a partner. Encourage them to focus on the narrative, style and colour of the artwork. Explain that they will be working in the style of LS Lowry to draw a picture about their school. At break time, lunchtime or when children are coming out of school, provide the children with clipboards, cameras and sketchbooks to make simple sketches and take photographs of the scenes they observe. Do this several times until the children have enough images to use as a basis for their work. In the classroom, challenge the children to use their sketches and imaginations to develop a drawing called 'Coming Out of School'. Encourage them to consider how they can use visual elements to tell a story about their school. For example, are children playing or talking in groups? Remind the children that LS Lowry used his observations and imagination to develop interesting pictures. The children should sketch their compositions on A3 paper before adding colour using oil pastels or paint. Allow the children time to work on their pieces to complete them to a high standard.</p>
5	<p><b>WALT: Make suggestions for ways to adapt and improve a piece of artwork.</b></p> <p>Invite the children to create an LS Lowry-style gallery, displaying their finished pieces and preliminary sketches and photographs. As the children show their work, encourage them to talk about aspects they feel are successful and those that can be improved. The children should also complete the People and Places question sheet to assess their learning then mark it together using the People and Places answer sheet.</p>

**Subject Composite:** children to display their finished work for their peers and will 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) Line, light and shadows, Expression and Trail blazers and barrier breakers

## Rocks, Relics and Rumbles

### Spring

### Tater Du Class (Y3/4)

### Sequence of Lessons

## Design and Technology

**Intent:** The project 'Making it move' teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

**Vocabulary:** automaton, axle, cam, circular cam, follower, heart cam, level, linkage, machine, mechanism, pear cam, rotation, slider, snail cam, wheel.

**Hooks from old learning:** (YR, Y1/2) Taxi and Push and pull

Lesson	Sequence of Learning
Engage	<p><b>WALT: Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</b></p> <p>Recap the terms 'machine' and 'mechanism' from previous learning and revisit the names of different mechanisms, including sliders, levers, linkages, axles and wheels. Ask the children to give examples of machines, encouraging them to describe what work they do, the movement they create and their benefits. Provide groups of four children with the Mechanism models cut outs printed on card, the Mechanism models instructions and the practical resources. Ask the group to construct the mechanisms and explain and record how they work and create movement on the Mechanism models recording sheet. At the end of the session, ask the children to share their explanations, then introduce them to cams by showing the Cam mechanism demonstration video. Ask the children to describe this new mechanism, its parts, and the movement it creates. Explain that they will learn more about cam mechanisms throughout the project.</p>
1	<p><b>WALT: Use tools safely for cutting and joining materials and components.</b></p> <p>Ask the children to recall the name of the new mechanism they were introduced to in the previous lesson and how it worked. Show the Cam mechanisms video and stress that a cam mechanism can change a rotational movement into an up and down movement. Ask the children to work in pairs to make a cam mechanism. Show the How to make a cam mechanism video and provide the children with the Cam mechanism cut outs and practical resources. Encourage the children to follow the instructions on the video to make a cam mechanism. They could also use the Cam mechanism instructions to guide their work if necessary. After making, invite the children to draw a labelled diagram of their cam mechanism and write a short description to explain how it works on the Cam mechanism recording sheet. Share the children's descriptions at the end of the session.</p>
2	<p><b>WALT: explore different shaped cams</b></p> <p>Recap the cam mechanism and ask the children to explain how it works. Show the Different shaped cams video and ask the children to describe how the follower moves and how that relates to the shape of the cam. Provide pairs of children with the Different shaped cams cut outs, following the instructions and replacing the pear cam in the cam mechanism model they made in the previous session. Encourage the children to predict and then test the movement of the follower with each shaped cam. Provide each child with a copy of the Different shaped cams recording sheet to record their findings and encourage them to discuss what they found at the end of the lesson.</p>
3	<p><b>WALT: Plan which materials will be needed for a task and explain why.</b></p> <p>Explain to the children that they will be using their knowledge of cam mechanisms to make a child's automaton toy. Watch and discuss the KiwiCo video Automata and How They Work on YouTube to introduce the concept of an automaton, which uses cams to create the required movement. After the discussion, show the NHS 2018 Automata Movie and Automata on YouTube. Share the design criteria with the children from the Automaton toy planning sheet and encourage them to add some of their own. Make a display of the materials available for the children to use, then encourage them to explore their ideas, making notes and drawing sketches to record their thinking. Encourage the children to talk about their ideas and ask and answer questions. After a period of exploration, ask the children to choose one design to make and encourage them to complete the Automaton toy planning sheet.</p>
4	<p><b>WALT: Make working models with simple mechanisms</b></p> <p>Ask the children to gather the resources they need to build their automaton toy. Encourage the children to follow their completed Automaton toy planning sheet and encourage them to test their toy, ask for help and advice and make any adjustments as they develop their machines. At the end of the session, ask them to reflect on their toys and provide verbal feedback about the task. Take photographs of the finished automaton toys.</p>
5	<p><b>WALT: Suggest improvements to our products and describe how to implement them</b></p> <p>Ask the children to share their automaton toys with others, demonstrating and explaining how the cam mechanism works. Encourage the children to evaluate the success of each other's designs, how closely they fit the design criteria and identify areas for improvement. At the end of the session, ask each child to complete the Automaton toy evaluation sheet to reflect on their work.</p>

**Subject Composite:** The children experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

**Impact:** children learn how to design, make and evaluate a child's automaton toy.

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

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Spring  
Tater Du Class (Y3/4)  
Sequence of Lessons

## Computing

**Intent:** In Writing for different audiences (Y4), In this unit, children learn that technology can be used to organise, reorganise, develop, and explore ideas, and that working with information in this way can aid understanding.

**Vocabulary:** campaign, format, font, genre, opinion, reporter and viewpoint.

**Hooks from old learning:** (YR, Y1, Y2) exploring Purple Mash, Animated stories, Presenting ideas.

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALT: explore how font size and style can affect the impact of a text</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text.</li> <li>• Children can use text formatting to make a piece of writing fit for its audience and purpose.</li> </ul>
2 & 3	<p><b>WALT: use a simulated scenario to produce a news report</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Children can role-play the job of a journalist in a newsroom.</li> <li>• Children can interpret a variety of incoming communications and use these to build up the details of a story.</li> <li>• Children can use the incoming information to write their own newspaper report.</li> </ul>
3 & 5	<p><b>WALT: use a simulated scenario to write for a community campaign</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Children can use 2Connect to mind-map ideas for a community campaign.</li> <li>• Children can use these ideas to write a persuasive letter or poster as part of the campaign.</li> <li>• Children can assess their texts using criteria to judge their suitability for the intended audience.</li> </ul>

**Subject Composite & Impact:** Children will explore how font size and style can affect the impact of a text. They will use a simulated scenario to produce a news report and use a simulated scenario to write for a community campaign

**Hooks for new learning (Year 5&6):** concept maps, word processing, blogging, text adventures and quizzing.

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## Music

**Intent:** all learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

**Vocabulary:** Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae.

**Hooks from old learning:** All previous music units.

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALT: Three Little Birds by Bob Marley</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Three Little Birds  <b>Performance</b> - Perform /share the learning from this step.</p>
2	<p><b>WALT: Jamming by Bob Marley</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts  <b>Performance</b> - Perform /share the learning from this step.</p>
3	<p><b>WALT: Small People by Ziggy Marley</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise (optional extension activities for improvisation)  <b>Performance</b> - Perform /share the learning from this step.</p>
4	<p><b>WALT: 54 - 46 Was My Number by Toots and The Maytals</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose  <b>Performance</b> - Perform /share the learning from this step.</p>
5	<p><b>WALT: Ram Goat Liver by Pluto Shervington</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song  <b>Performance</b> - Perform /share the learning from this step.</p>
6	<p><b>WALT: Our Day Will Come by Amy Winehouse</b>  <b>Listen and Appraise the song</b>  <b>Musical Activities</b>                      a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts .</p>

**Subject Composite:** Prepare and perform/share Three Little Birds.

**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.



# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons



## RE - Term 1

**Intent:** 'What do Hindus believe God is like?' will introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

**Vocabulary:** Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu and Brahma

**Hooks from old learning:** (Y1/2) - What does it mean to belong to a faith community?

Lesson	Sequence of Learning
1	<p><b>Engagement: What do Hindus believe God is like?</b> <b>WALT: explore the question How do many Hindus describe ultimate reality?</b></p> <p>STEP 1: Explain that in this unit, pupils are going to be investigating Hindu worldview traditions and how Hindus might describe the divine, ultimate reality. Ask pupils to tell you what they already know about Hindu worldview traditions and what they would like to find out. STEP 2: Show the Aum symbol – explain that for many Hindus this is a sacred symbol that describes Brahman. Tell pupils that for Hindus, Brahman is an energy in the universe – the source of everything. For many Hindus, Brahman is the divine or the supreme being. Explain that Aum is made of 3 sounds, 'A', 'U' and 'M' and can be chanted as a mantra – to enable humans to connect with this energy. If this would work in your context, play or make the sound – explain that this is a sacred sound for many Hindus. Explain that many Hindus say that before the universe began, the first thing to happen was the sound 'Aum' – it was the first sound of creation – after this, the universe began. Use the PPT to show a series of images of Aum. Encourage pupils to study and draw it.</p>
2	<p><b>WALT: answer the question - How might the idea of Brahman being in everything affect how you live?</b></p> <p>STEP 1: Recap learning from last lesson using the sticky knowledge slides. Show the words 'Aum' and 'Brahman' – can pupils remember what they mean? STEP 2: Explain that, as philosophers, pupils are going to investigate the idea of Brahman, the ultimate reality, for Hindus. Tell the story of Svetaketu: "Svetaketu's father decided to teach his son about Brahman, the divine. He gave Svetaketu some salt and told his son to put it in a bowl of water overnight. In the morning he asked Svetaketu if he could see the salt and take it out again, but of course he couldn't! He asked his son to taste the water from top, the middle and the bottom of the bowl – it was salty each time. 'That's a bit like Brahman – God – in the world,' said Svetaketu's father. 'God is invisible but is there in everything.'" Ask pupils to think, pair, share what this means. During the sharing, elicit that many Hindus believe Brahman is in everything and everyone – whilst people can't actually see Brahman, it is there. NB It is often useful to use a physical bowl of water and salt during the retelling.</p>
3	<p><b>WALT: answer the question - What can we find out about some Hindu deities</b></p> <p>STEP 1: Recap learning from last two lessons using the sticky knowledge slides, especially the vocabulary 'Brahman', 'Atman', 'Namaste' and 'Aum'. STEP 2: Use resource sheet 4.2 from Big Questions Big Answers: God by RE Today Services (found on pp 18-19) *. If you have a physical copy of the book, this can be found as a large A3 picture/poster on the 2 middle pages, if not, it is good to show pp 18-19 together as 1 poster rather than separately. Place the class in groups of around 4 pupils each. Each group should have resource sheet 4.2 in the centre of a large piece of paper. Ask them to look very carefully and annotate what they can see on the paper around the outside of the image. STEP 3: Discuss what groups have written down so far and where pupils had noticed similar or different features of the deities. There may be aspects that can be explained during this discussion; e.g. many arms (showing power), the colour blue (like the heavens), particular hand gestures and animals that the deities are travelling on.</p>
4	<p><b>WALT: answer the question - How do many Hindus understand deities?</b></p> <p>STEP 1: Recap vocab so far: Aum, Brahman, Atman, Namaste, Brahma, Shiva, Deity, Lakshmi. Use the sticky knowledge slides to recap knowledge from previous sessions. Ensure pupils are confident that whilst Brahman can be seen as the ultimate reality/supreme being/divine, Brahma is one of many deities. Therefore, Brahman and Brahma are 2 different things. Use the sticky knowledge slides to recap learning in this unit so far. STEP 2: Remind pupils that as Brahman is one universal energy – Hindus may access this energy or divinity through particular deities, each of which shows particular qualities of Brahman. Use resource sheet 4.1 from Big Questions Big Answers: God by RE Today Services (found on p17)*. Read the metaphor focusing on the bunch of flowers. Ask pupils to reflect on what this says and how it explains ideas about Brahman and deities within Hindu worldview traditions. In pairs, can pupils create a very quick sketch to show this idea? If useful, also watch the BBC My Life, My Religion clip on the mandir, during which a young Hindu boy named Vraj also explains this analogy.** Look at the other 2 metaphors on resource sheet 4.1. Discuss which pupils feel is the most helpful in explaining Hindu ideas about Brahman and deities. Allow pupils time to create their own metaphor showing Hindu ideas about Brahman, deities and the relationship, using words and/or images. Look at some as a class and discuss which work well and why.</p>
5	<p><b>WALT: answer the question - What can we learn about deities from Ganesh?</b></p> <p>STEP 1: Recap vocab so far: Aum, Brahman, Atman, Namaste, Deity, Lakshmi, Brahma, Vishnu, Shiva, Hindu. Use the sticky knowledge slides to recap knowledge from previous sessions including that Hindus believe in one ultimate reality, supreme soul, or divinity; Brahman. Many Hindus connect to Brahman through particular deities. STEP 2: Show an image or murti of Ganesh and ask pupils what they notice about it. Explain that in Hindu Dharma there are many symbolic things to look at on a murti of Ganesh. Look at the image of Ganesh on the slide and help pupils to list what they can see that might be symbolic. Use sheet 4.1 from Exploring Hindu Worldviews by RE Today Services.* Please note, this is different from sheet 4.1 that is used in lesson 4 as it comes from a different book, but both books are free with your NATRE membership. Allow pupils to read the labels explaining the symbolism and match them to the relevant parts of the image of Ganesh. Explain that Ganesh is seen by many Hindus as showing (personifying) divine wisdom and intelligence, as such, he is seen as a remover of obstacles in life.</p>
6	<p><b>WALT: revisit the question 'What do Hindus believe God is like?'</b></p> <p>STEP 1: Recap the content within this unit using the sticky knowledge slides. Discuss as a class what Hindus believe God is like. Think carefully together about how Hindu teachings and actions demonstrate this.</p>

Sequence of learning

**Subject Composite:** Children will answer an assessment test to demonstrate their understanding of what Hindus believe God is like.

**Impact:** Children act as philosophers, considering what Hindus believe God is like. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

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

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons



## RE - Term 2

**Intent:** 'Why do Christians call the day that Jesus died 'Good Friday'?' children will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

**Vocabulary:** Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary

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

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>Engagement: Why do Christians call the day that Jesus died 'Good Friday'?</b></p> <p><b>WALT: explore the question</b></p> <p>STEP 1: Introduce the big question for the unit to pupils. Ask them what they already know about Good Friday and the events of holy week and what else might they want to find out about. Show pupils the word 'Salvation'. Ask: What does this word mean? What does it mean to be saved or to find salvation? If pupils need a reminder, you could show them some slides that they used in Year 2, from the Year 2 unit entitled 'Why does Easter matter to Christians?'. Explain that within this unit, we are going to be finding out about salvation and what it means for Christians today. STEP 2: Show pupils the timeline for the big story of the Bible. Can they identify and mark out the key concepts from the Bible? Can they identify where Salvation fits in? With pupils, recap the Easter story. This could be through reading a high-quality version of the story, looking at the artworks depicting the story that were used in Year 2, or show pupils a video recap version of the story of Easter.* As a class, list out the main events from the story.</p>
2	<p><b>WALT: answer the question -</b></p> <p>STEP 1: Use the sticky knowledge quiz slides to recap what pupils learnt in the last lesson. Ask: What were the main events within the story? Where are these found in the Bible? Explain that this time, we are going to be focusing more on the emotions of people who were present at the time of Jesus' death and resurrection. STEP 2: Show pupils an artist's interpretation picture of Mary (mother of Jesus). As pupils what they already know about her. Show pupils some pictures that share events (before Easter) in Jesus' life. Ask: How might Mary have been feeling during these times? Explain that Christians believe that there is evidence in the Bible that Mary was there when Jesus was put on the cross, died and rose again. Show pupils paintings of Palm Sunday, Jesus on Trial and Jesus on the cross. Discuss how pupils think Mary would have felt during these events. Encourage pupils to explain why they think Mary would have been feeling these emotions.</p>
3	<p><b>WALT: answer the question -</b></p> <p>STEP 1: Recap with pupils what they have learnt so far about the Easter Story. Discuss why they think that this story is so important for Christians. Talk through last week's hot seating activity and discuss some of the answers that pupils got to their questions. STEP 2: Show pupils the timeline for the 'Big Story' of the Bible. Talk through the 'Big Story', starting with Creation and Fall. Explain that Christians believe, at the time of the Incarnation, God's people were waiting for a messiah, a saviour who would come to bring the people back to God. Tell pupils that Christians believe that this messiah and saviour was Jesus who was fully God and fully human (make clear links to the concept of salvation). Explain that Christians believe that Jesus had to die and rise again to bring the people back to God and stop sin from separating them. Do pupils think that knowing this would change the way that people at the time felt about what was happening on the cross? Look back at last week's emotion graphs. Ask pupils to think, pair, share answers to: Imagine you were starting your emotion graph again. This time, imagine you are filling it in for a Christian today who believes Jesus had to die so that humans and God could have the most wonderful relationship, and not be separated by sin. Would you complete it in exactly the same way as you did for Mary in the last lesson?</p>
4	<p><b>WALT: answer the question -</b></p> <p>STEP 1: Recap with pupils the key parts of the unit so far using the sticky knowledge quiz slides. Discuss with pupils why many Christians feel that the Easter story is one of the most important stories in the Bible. Using their knowledge from last week, can pupils explain why they think that Easter is life changing for a Christian? STEP 2: Encourage pupils to look back at their timelines of the Easter Story from earlier in the unit. Ask: • What were the main events? • Why are they important for Christians today? Explain that today we are going to be thinking about what Christians today learn from the Easter Story, why it is so important to them and how they might respond to it. Introduce The Garden, The Curtain and The Cross by Carl Laferton and Catalina Echeverri to pupils*. Explain that this text is written for Christian children to share the history, story and meaning of the Easter story for Christians. Explain that we are going to share the book to think more about why Easter is so important for Christians today. Read the text with pupils.</p>
5	<p><b>WALT: answer the question -</b></p> <p>STEP 1: Recap the unit so far with pupils using the Sticky knowledge quiz slides. Discuss the different emotions that Christians might feel during Holy Week. Show pupils pictures to represent the following days within Holy week: • Jesus' arrest and trial • Jesus carrying the cross • Jesus on the cross • Jesus being placed in the tomb. • The empty tomb • Jesus on the road to Emmaus. Talk with pupils about the different emotions that Christians might feel today when they remember these events. Which event do pupils think might be the most significant for a Christian? How might they respond to these events? STEP 2: Show pupils some photographs of the inside of different churches on Good Friday and play them a Christian worship song such as 'I cast my mind to Calvary' or 'There is a green hill far away'. Look at the lack of decorations in the church and consider the lyrics to these songs. What do they tell pupils about what Christians might be focusing on?</p>
6	<p><b>WALT: revisit the question 'Why do Christians call the day that Jesus died 'Good Friday'?'</b></p> <p>STEP 1: Recap what pupils have learnt within this unit using the sticky knowledge quiz slides. Encourage pupils to complete the assessment sheet for this unit. STEP 2: Hold a class gallery where pupils visit each other's artwork from last week (if necessary, give pupils some time to finish their images and paragraphs first). Give each pupil a post it notes and encourage them to choose a friend to give feedback to via the post it notes. Remind pupils to share why they think the image and writing shows their peer's clear learning within the unit.</p>

**Subject Composite:** Children will answer an assessment test to demonstrate their understanding of the death and resurrection of Jesus.

**Impact:** Children Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

**Hooks for new learning (Y5/6)** What would Jesus do? What kind of king is Jesus?

## Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

### Spanish

**Intent:** In this 'Let's Go!' unit, children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.

**Vocabulary:** un coche [car], un autobús [bus], una bicicleta [bicycle], a pie [on foot], un tren [train], un camión [lorry], un avión [plane], un monopatín [scooter], un taxi [taxi], una moto [motorbike], los medios de transporte [transport], ¿Cómo vas a la escuela? [How do you go to school?], Voy a la escuela... [I go to school...], en coche [by car], en autobús [by bus], en bici [by bike], en tren [by train], en monopatín [by scooter], en taxi [by taxi], en moto [by motorbike], a pie [on foot].

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

Lesson	Sequence of Learning
1	<b>WALT: ask and answer the question 'Where do you live?'</b> Aim: To present ideas and information orally to a range of audiences in the context of types of transport. Success Criteria: tell other people about types of transport.
2	<b>WALT: ask and answer the question 'How Do You Go to School?'</b> Aim: To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of how people travel to school. Success Criteria: use the verb 'to go' in a simple sentence
3	<b>WALT: use directions</b> Aim: To develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases in the context of giving directions. Success Criteria: ask for and respond to directional instructions in Spanish.
4	<b>WALT: describe people, places and things</b> Aim: To describe people, places, things and actions orally and in writing in the context of instructions containing actions and directions. Success Criteria: use my knowledge of actions and directions to give and follow instructions
5	<b>WALT: ask 'How Do I Get To...?'</b> Aim: To engage in conversations; To ask and answer questions in the context of travelling around a town. Success Criteria: ask for and give directions to a place in Spanish
6	<b>WALT: ask and answer questions in the context of travel</b> Aim: To understand basic grammar appropriate to language, (conjugation of high-frequency verbs) in the context of talking about travel. Success Criteria: give a sentence subject-verb agreement

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

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## PSHE - Term 1

**Intent:** In 'dreams and goals' children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations.

**Vocabulary:** ambitions, motivated, enthusiasm, review, admire, responsible, frustration, respect, solutions.

**Hooks from old learning:** Previous 'dreams and goals' units for each Year Group.

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALT: Stay motivated when doing something challenging</b></p> <p>Learning intention: I can tell you about a person who has faced difficult challenges and achieved success</p> <p>Social and emotional development learning intention: I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)</p>
2	<p><b>WALT: Keep trying even when it is difficult</b></p> <p>Learning intention: I can identify a dream/ambition that is important to me</p> <p>Social and emotional development learning intention: I can imagine how I will feel when I achieve my dream/ambition</p>
3	<p><b>WALT: Work well with a partner or in a group</b></p> <p>Learning intention: I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>Social and emotional development learning intention: I can break down a goal into a number of steps and know how others could help me to achieve it</p>
4	<p><b>WALT: Have a positive attitude</b></p> <p>Learning intention: I can be motivated and enthusiastic about achieving our new challenge</p> <p>Social and emotional development learning intention: I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>
5	<p><b>WALT: Our New Challenge - Overcoming Obstacles</b></p> <p>Learning intention: I can recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>Social and emotional development learning intention: I know how to manage the feelings of frustration that may arise when obstacles occur</p>
6	<p><b>WALT: Celebrating My Learning</b></p> <p>Learning intention: I can evaluate my own learning process and identify how it can be better next time</p> <p>Social and emotional development learning intention: I can be confident in sharing my success with others and can store my feelings in my internal treasure chest</p>

**Subject Composite:** fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

**Impact:** children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks.

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

# Rocks, Relics and Rumbles

Spring

Tater Du Class (Y3/4)

Sequence of Lessons

## PSHE - Term 2

**Intent:** In 'Healthy me' children learn about being fit and healthy, the importance of their body and organs, express their knowledge and attitude towards drugs, identify things, people and places to keep safe from, identify feelings of safety and being unsafe and appreciate the complexity of their bodies.

**Vocabulary:** Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated Fat, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Dangerous, Emergency, Emergency Services, Ambulance, Fire engine, Police car, Coastguard, Harmful, Risk, Feelings, complex, Appreciate, Body, Healthy, Safe, Choice, Risk

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

Lesson	Sequence of Learning
1	<b>WALT: Be Fit and Healthy</b> Learning intention: I understand how exercise affects my body and know why my heart and lungs are such important organs Social and emotional development learning intention: I can set myself a fitness challenge
2	<b>WALT: Be Fit and Healthy</b> Learning intention: I know that the amount of calories, fat and sugar I put into my body will affect my health Social and emotional development learning intention: I know what it feels like to make a healthy choice
3	<b>WALT: ask the question - What Do I Know About Drugs?</b> Learning intention: I can tell you my knowledge and attitude towards drugs Social and emotional development learning intention: I can identify how I feel towards drugs
4	<b>WALT: Be Safe</b> Learning intention: I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services Social and emotional development learning intention: I can express how being anxious or scared feels
5	<b>WALT: understand safe and unsafe</b> Learning intention: I can identify when something feels safe or unsafe Social and emotional development learning intention: I can take responsibility for keeping myself and others safe
6	<b>WALT: Celebrating My Learning and appreciate my amazing body</b> Learning intention: I understand how complex my body is and how important it is to take care of it Social and emotional development learning intention: I respect my body and appreciate what it does for me

**Subject Composite:** children fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'

**Impact:** children think about being fit and healthy, the importance of their body and organs, express their knowledge and attitude towards drugs, identify things, people and places to keep safe from, identify feelings of safety and being unsafe and appreciate the complexity of their bodies.

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

Sequence of learning