

History

Intent: the children will have a good knowledge and understanding of the invasion of the Anglo-Saxons and the Vikings and their beliefs and practices.

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

Lesson	Sequence of Learning
1	<p>Introduce topic question: Who were the Anglo-Saxons and Vikings and what impact did they have on Britain?</p> <p>Cold Task quiz: children to discuss in groups what they already know (or think they know) about the Anglo-Saxons and Vikings.</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, reminding them that we are mostly going to be looking at what happened when the Anglo-Saxons and Vikings came to Britain.</p> <p>WALT: describe why, where and when the Scots and Anglo-Saxons invaded Britain.</p> <p>Recap on previous (Y4) and future (Y3) learning about the Roman invasion. Show timeline of the Romans and where this ends and the Anglo-Saxon/Viking period begins. Explain how the Romans had to leave Britain to defend Rome, which left Britain vulnerable to attack from the Scots and Picts. The British King Vortigern asked for support from the Jutes and they, along with the Angles and Saxons set their sights on staying in Britain (show maps of where the tribes came from).</p>
2	<p>WALT: understand how the Anglo-Saxons have influenced Britain (place names and their meanings)</p> <p>Recap on the previous lesson and look in more detail at the seven Anglo-Saxon Kingdoms. Explain that each kingdom name has a meaning (e.g., Wessex means West Saxons). Explain that many British places were named in connection with their geographical location or use</p>
3	<p>WALT: describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>Recap on Roman lifestyle and how the Anglo-Saxons lived differently, preferring smaller villages and family houses surrounding a central hall. Explore Anglo-Saxon villages, homes and lifestyles in more detail.</p>
4	<p>WALT: analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>Discuss the meaning of the terms historian and archaeologist. We are historians! Examine Anglo-Saxon artefacts and explore their properties and use. Explore artefacts in more detail and research Anglo-Saxon sites (including Sutton Hoo).</p>
5	<p>WALT: explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.</p> <p>Take part in an Anglo-Saxon quiz about their beliefs. Recap on the fact that Romans had already introduced Christianity but that when they left and the Anglo-Saxons invaded, their belief was in paganism. Explore pagan festivals, rituals, superstitions and Gods. Debate the Gods and their attributes.</p>
6	<p>WALT: explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and know about some of the important Christian buildings that they founded</p> <p>Recap on the Roman introduction of Christianity and how now that the Anglo-Saxons were in Britain, this only continued outside of Anglo-Saxon areas (who were pagans). Explain how Pope Gregory the Great from Rome sent a Roman monk called Augustine (early 6th century – 604AD) to Britain to tell the Anglo-Saxons all about Christianity and persuade them to become Christians. Explore the journey of Christianity at this time, including King Ethelbert's baptism, the founding of Canterbury Cathedral and Lindisfarne Priory.</p>
7	<p>WALT: explain when and where the Vikings came from and why they raided Britain.</p> <p>Explore map of Europe and where the Vikings were travelling from. Describe longships and how the Vikings travelled in these. Explore the Viking invasion and settlement in more detail, including the first raid, the attack on Lindisfarne, the capture of York, their permanent settlement, the treaty with King Alfred, rule over Scotland, the last Viking King and the lead up to the Norman conquest (the battle of Hastings).</p>

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

History

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

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

Lesson	Sequence of Learning
8	<p>WALT: compare the significance of some Anglo-Saxon kings during the Viking period.</p> <p>Revisit Anglo-Saxon and Viking timeline to recall their co-existence. Explain that by AD 878, there was only one kingdom of the seven left; Wessex, ruled by King Alfred the Great. The other kingdoms had been overrun by the Vikings who established their own kingdoms. Explore Alfred the Great and the Viking treaty and the Viking control of Danelaw. Explore the subsequent Anglo-Saxon kings during the Viking period.</p>
9	<p>WALT: explain who King Ethelred II was and say when and why Danegeld was introduced.</p> <p>Recap on previous lesson and Anglo-Saxon kings. Explore King Ethelred II in more detail and his introduction of Danegeld (which has already started with Alfred the Great paying the Vikings for peace). Discuss why King Ethelred chose to pay the Vikings, rather than fight them.</p>
10	<p>WALT: identify and explain key aspects of Viking life.</p> <p>Recap on the Viking invasion and settlement. Explore Viking life facts in more detail, including their houses, religion, metal work, clothing, writing, jewellery, food, customs, land and craftsmanship.</p>
11	<p>WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain.</p> <p>Fair or foul? Give scenarios of crime situations and punishments in Anglo-Saxon and Viking times (e.g., someone steals a pig from the market and as a punishment: one of their hands are cut off. Describe the Anglo-Saxon justice system and types of punishments or payment (wergild) in more detail. Explain that the courts that exist today were also in use. Now describe the Viking justice system which was more civilised and included fines and being outlawed.</p>
12	<p>WALT: explain how the last Anglo-Saxon kings shaped Britain</p> <p>Revisit the co-existence of Anglo-Saxons and Vikings. Describe the last Anglo-Saxon kings including Edward the Confessor and Harold II. Explore the role of Godwin of Wessex who tried to push Edward off the throne but did have a good relationship with Harold. Explain the battle of Hastings in 1066.</p>
13	<p>END OF TOPIC (history)</p> <p>Revisit topic question: Who were the Anglo-Saxons and Vikings and what impact did they have on Britain? What have we learnt?</p> <p>Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered.</p> <p>Hot Task quiz: Sticky Knowledge - What do we now know about the Anglo-Saxon and Viking invasions and settlement and their lasting legacy?</p>

Subject Composite: the children will create a way to present their knowledge of Invasion, e.g., a narrative, non-chronological report, poster, fact file, timeline, description, reconstruction or presentation.

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

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Science

Intent: The children will develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct their own research in order to answer client's questions. They will make a presentation tailored to their client's needs that will set them on the road to a healthier lifestyle.

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

Lesson	Sequence of Learning
1	<p>Introduce the topic question: What is a healthy diet? Cold Task quiz: children to discuss in groups what they already know (or think they know) about eating healthily. Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALT: identify that animals, including humans, need the right types and amount of nutrition Explain children will become personal trainers. Explore what a personal trainer does. The clients want scientifically accurate advice from health specialists. Over the sequence, the children will become specialists who know all about nutrition, diet, muscles, bones, joints and movement. What is diet? What is Nutrition? Activity: sort animals according to whether they are carnivores, herbivores or omnivores. Children grouped into mixed ability groups and are allocated a client and a client information folder to keep all their research in. Children investigate how much sugar (or fruit/vegetables) are in their client's diet.</p>
2	<p>WALT: understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet Children are introduced to carbohydrates, proteins, sugars and fats, vitamins and minerals, dairy. Explore what an Eatwell plate is and how we can use it to help us eat a balanced diet. Use this knowledge to further investigate and develop their client's healthy balanced diet.</p>
3	<p>WALT: Know that a skeleton is needed for support, protection and movement Ask the question 'can anyone tell us what a skeleton is?' Take a few suggestions. What are bones like? Explain that the skeleton is the rigid frame inside that holds your body up. If you didn't have a skeleton, you would be like this glove puppet – just a soft heap on the floor. But with something rigid inside it can hold itself up. Do all animals have a skeleton inside? Explain that any animals do not, like worms, jellyfish and flies. All animals can be divided into 2 groups: Vertebrates and Invertebrates. Test children's knowledge by playing a game called 5 lives. Children make their own skeleton puppets.</p>
4	<p>WALT: understand how muscles work in pairs to allow movement and maintain posture. Explain today's focus is on muscles and movement. What are muscles? Children to take part in physical activities which demonstrate arm contraction. Explain and practice swap jumps to feel leg muscles. Discuss investigating a question scientifically by collecting data. What data do we need to collect to investigate a physical activity question?</p>
5	<p>WALT: plan and carry out an investigation in groups to answer a specific given question Review knowledge so far and see which questions from the clients still need more research. Ask: In which areas have we already become experts? Gather suggestions. The investigation last session might have led them to the conclusion that regular exercise will build up muscle strength Ask: which of our client's questions still need answering? Make a list on the flip chart. Lung capacity and breath control. Show information about lungs and how we breathe. Explore Kian's lung capacity. Ask: do you think that people who exercise regularly build up a larger lung capacity? Discuss the children's ideas. Explain that we will find out how we can measure our lung capacity.</p>
6	<p>WALT: report using scientific knowledge and research, demonstrations, notes, graphs and charts This less will assess knowledge and understanding of the Year 3 Animals Including Humans content taught in this block. The children will also report back to clients on all their health questions using oral explanations backed up by scientific knowledge and research, demonstrations, notes, graphs and charts END OF TOPIC (science) Revisit topic question: What is a healthy diet? Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered. Hot Task quiz: Sticky Knowledge - What do we <u>now</u> know about nutrition, a healthy balanced diet and our muscles and bones?</p>

Subject Composite: Children will make a presentation tailored to their client's needs that will set them on the road to a healthier lifestyle.

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Art and Design

Intent: 'Contrast and complement (Y4)' teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Hooks from old learning: Hooks from old learning: (YR, Y1/2) Funny faces and fabulous features, Mix it! (Y1), Mix it! (Y2), Contrast and Complement (Y3).

Lesson	Sequence of Learning
1	WALT: Explore water colours Children use the paints and a variety of different sized brushes to model the properties of watercolours, including its translucency.
2	WALT: Improve mastery of art and design techniques, including painting Children learn the principles of the warm, cool, tertiary, analogous and complementary colour families. Discuss what they have learned, then mix a matching paint colour for each colour on the wheel, adding a sample next to the corresponding segment.
3	WALT: Learn about great artists, architects and designers in history. Recap on what the children have learned so far about colour families. Engage them in a group discussion about the similarities and differences between pairs of paintings. Encourage children to use a good range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory.
4	WALT: Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting Display gallery presentation and invite children to discuss the use of colour in each painting. Explain to the children that they will be exploring the use of colour in more detail, by looking closely at a chosen artwork picture card and mixing and recording the colours within it.
5	WALT: Evaluate and analyse creative works using the language of art, craft and design. Invite the children to display their work in a class gallery. Encourage the children to look at each other's work and discuss the use of colour. Where appropriate, invite children to express their ideas for ways a piece could be improved. Ask the children to act as an art critic and write a review of a partner's work.

Subject Composite: children look closely at a chosen artwork picture cards and mix and record the colours within it.

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) Tints, tones and shades.

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Design and Technology

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

Hooks from old learning: (YR, Y1/2) Remarkable recipes

Lesson	Sequence of Learning
1	<p>WALT: understand how key events and individuals in design and technology have helped shape the world.</p> <p>Display the decaying foods picture cards one at a time on a whiteboard, and discuss what is happening to the food and why. Show the Keeping food fresh presentation. Ask questions about the presentation to check the children's understanding and address any misconceptions, such as 'What causes food to decay? How do microorganisms get onto food? Who invented pasteurisation? Why does pasteurisation keep food fresh for longer? Why was the 'use by' date invented?'</p>
2	<p>WALT: explain how and why a significant designer or inventor shaped the world</p> <p>Recap the learning from the previous lesson, then show the children the food packaging presentation. Discuss the presentation and address any misconceptions. Encourage the children to investigate different sorts of food packaging, to identify the ways in which they help to preserve and protect food. Give each child a copy of the Food packaging recording sheet to complete, then discuss their findings</p>
3	<p>WALT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Explain that some food packaging is produced using a net, which is a 2-D piece of material that is folded and secured to make a 3-D shape. Provide the children with different packaging to deconstruct and reconstruct, to see the shape of the net and where the wording and information is printed. To consolidate their knowledge of nets, provide each child with one of the Packaging nets cut outs printed onto card.</p>
4	<p>WALT: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Recap healthy eating from previous projects and explain that freshly made, healthy snacks contain less sugar and fats than convenience snacks like crisps, biscuits and chocolate. Provide the children with the healthy snack recipes. Encourage them to prepare and make the snacks using the techniques on the food preparation picture cards, which the children have learned in previous year groups. Adult demonstration and supervision is needed if using an electric blender.</p>
5	<p>WALT: evaluate ideas and products against own design criteria</p> <p>Provide each child with a photograph of their packaged snack. Invite the children to comment on the success of their product and each other's work. Ask questions, such as, 'Did you fulfil the design criteria? Was your snack healthy? Did it taste good? What packaging did you use? Was most of it recyclable? Did your packaging keep the snack fresh? How could you improve your design?'</p>

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

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

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Computing

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

Predict... what this code will do

Run... the code to check your prediction

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

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

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

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

Lesson	Sequence of Learning
1	WALT: to use flow charts Aim: <ul style="list-style-type: none"> To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming.
2	WALT: use timers Aim: <ul style="list-style-type: none"> To understand that there are different types of timers. To be able to select the right type of timer for a purpose.
3	WALT: use repeat Aim: <ul style="list-style-type: none"> To understand how to use the repeat command.
4	WALT: code, test and debug <ul style="list-style-type: none"> To use coding knowledge to create a range of programs. To understand the importance of nesting.
5 & 6	WALT: design and make an interactive scene <ul style="list-style-type: none"> To design and create an interactive scene.

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

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

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Music

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

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

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: Listen and Appraise - Mamma Mia by Abba</p> <p>Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Learn the song in sections or sing through the whole song. <p>Performance - Perform and share what has taken place in today's lesson.</p>
2	<p>WALT: Listen and Appraise - Dancing Queen by Abba</p> <p>Listen and Appraise Lesson 2 song. Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p> <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Continue to learn the song in sections or sing through the whole song - you decide. Option: Play Your Instruments with the Song: Choose a group to play and a group to sing in the chorus. <p>Performance - Perform and share what has taken place in today's lesson. Sing and perhaps play instrumental parts within the song</p>
3	<p>WALT: Listen and Appraise The Winner takes all by Abba</p> <ul style="list-style-type: none"> Listen and Appraise - Lesson 3 song: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Continue to learn the song Option: Play Your Instruments with the Song: Perhaps revisit your learning Option: Improve with the Song: Perhaps include this new Musical Activity in the chorus.
4	<p>WALT: . Listen and Appraise Waterloo by Abba</p> <ul style="list-style-type: none"> Listen and Appraise - Lesson 4 song: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Continue to learn the song Option: Play Your Instruments with the Song: Perhaps revisit your learning Option: Improve with the Song: Perhaps revisit your learning Option: Compose with the Song: Perhaps create a class melody to play over the chorus. <p>Performance - Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Music

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

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

Lesson	Sequence of Learning
5	<p>WALT: Listen and Appraise Super Trooper by Abba</p> <ul style="list-style-type: none"> • Listen and Appraise – Lesson 5 song: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Sing the song Option: Play Your Instruments with the Song: Perhaps revisit your learning Option: Improvise with the Song: Perhaps revisit your learning f. Option: Compose with the Song: Perhaps create a class melody to play over the chorus <p>Performance - Bringing Us Together: Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>
6	<p>WALT: Listen and Appraise Thank you for the music by Abba</p> <ul style="list-style-type: none"> • Listen and Appraise – Lesson 6 song: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise – Lesson 1 song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar? <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song: Sing the song Option: Play Your Instruments with the Song: Perhaps revisit your learning Option: Improvise with the Song: Perhaps revisit your learning Option: Compose with the Song: Perhaps create a class melody to play over the chorus <p>Performance - Perform and share what has taken place in today's lesson. Sing the song and perhaps play instruments, improvise or perform your composition(s) within the song.</p>

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

Impact: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Hooks for new learning: (Y5/6) All future units. Introduce new rhythm syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.

Sequence of learning

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'What is it like for someone to follow God?', children will learn to make clear links between the story of Noah and the idea of covenant, make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony and make links between the story of Noah and how Christians live in school and the wider world.

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

Lesson	Sequence of Learning
1	<p>Engagement: What is it like for someone to follow God?</p> <p>WALT: explore the bible and learn the story of Noah</p> <p>Success criteria: know the Bible is divided up into chapters and verses. Know some stories of the Old Testament. Understand the events leading up to the story of Noah.</p> <p>Look at the bible and how it is laid out. Revisit the creation story. Learn the story of Noah and the Ark (Genesis 6 : 5-22). Children to read and answer comprehension questions.</p>
2	<p>WALT: understand why God chose Noah for the Ark</p> <p>Success Criteria: understand the story of Noah in the Bible. Explain why God chose Noah. Empathize with how Noah was feeling.</p> <p>Revisit the story of Noah and dramatise it. Create mind maps of why God might have chosen Noah. Children to choose questions for Noah and hot seat as Noah to provide possible answers.</p>
3	<p>WALT: understand God's covenant with Noah</p> <p>Success Criteria: can describe Noah as a man. Talk about what a pact is. Discuss God's covenant with Noah.</p> <p>Explore commandments by God (rules) and covenants with people (pacts), including Adam and Eve and Noah. List words to describe God. Class discuss what it was like for Noah and his family to follow God and then children write it in their books.</p>
4	<p>WALT: understand how Noah's story links to life today</p> <p>Success Criteria: know that God made a covenant with his people. Discuss what we could get rid of to make the world a better place. Link the story of Noah with how we act at school.</p> <p>Revisit Noah's story – children retell it to each other. Discuss types of pacts people make today. What happens if people break each of these agreements? What are the consequences? In groups, children list five or more things people could do without to make our world a better place. Children write a table contract.</p>
5	<p>WALT: understand what promises Christians make at a wedding ceremony</p> <p>Success Criteria: describe what we mean by "promise". Know the promises made in a traditional Christian wedding ceremony. Talk about the symbols used in a wedding ceremony.</p> <p>Ask: what is a promise? Match people with promises made. Watch a Christian wedding and listen to the promises the people make. Class 'promise' scavenger hunt, looking for the promises made in the wedding. Explain that a wedding is like a covenant. In wedding ring template, children write words connected with the promises made at a Christian wedding between the two people and God.</p>
6	<p>WALT: explain what it is like to follow God</p> <p>Success criteria: understand when people should say sorry. Explain what it is like for Christians to follow God.</p> <p>Ask: What do you think Christians would say are the main messages of the story of Noah's Ark? Discuss what saying sorry is and means and explore scenarios (Who needs to say sorry? What should they say sorry for? Who should they say it to?). Topic question: What is it like for someone to follow God? Discuss and list ideas, reflecting on key vocabulary learned throughout the topic.</p>

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

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

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

Spanish

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

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

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

Subject Composite: children will present their knowledge of the time in Spanish to another class.

Impact: the children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Hooks for new learning (Y3/4,5/6) All future Spanish lessons

Invasion

Autumn Year A

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

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

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

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

Subject Composite: children design a poster for their learning charter

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

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