

Through the Ages

Summer Year B

Tater Du Class (Y3/4)

Sequence of Lessons

History

Intent: the children will learn about Britain from the Stone Age to the Iron Age including the meaning of prehistory, late Neolithic hunter-gatherers and early farmers, cave art, research into Skara Brae, understand Stonehenge, explore the difference between the stone age and bronze age and understand how British society changed in the iron age,

Hooks from old learning (Y1/2): Movers and shakers

Sequence of learning

Lesson	Sequence of Learning
1	<p>Introduce topic question: How did Britain change through the Stone age, Bronze age and Iron age?</p> <p>Cold Task quiz: children to discuss in groups what they already know (or think they know) about these prehistoric times.</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</p> <p>WALT: explore what prehistory means</p> <ul style="list-style-type: none"> To put events in chronological order To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history <p>This lesson introduces the period of British history from the Stone Age to the Iron Age. Pupils will make a timeline to set this period into the wider context of British History and they will discover how we break up this period into distinct ages.</p>
2	<p>WALT: understand how hunter-gatherers survived in the Stone Age</p> <ul style="list-style-type: none"> To find out about how hunter-gatherers lived in Stone Age Britain To explore how Stone Age people survived against threats <p>In this lesson pupils find out who the 'hunter-gatherers' were and how they survived in Stone Age Britain. Pupils will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds.</p>
3	<p>WALT: explore Stone age cave art</p> <ul style="list-style-type: none"> To explore the style of Stone Age cave art To find out how cave paintings were created <p>This lesson gives pupils the opportunity to examine images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art.</p>
4	<p>WALT: examine non-written sources of evidence about the Stone age</p> <ul style="list-style-type: none"> To examine non-written sources of evidence about the Stone Age To make deductions from primary sources <p>This lesson addresses the question of how we can know about a period of British history with a lack of written primary sources of evidence. Pupils will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age.</p>
5	<p>WALT: research the history of Skara Brae</p> <ul style="list-style-type: none"> To research the history of Skara Brae To find out about the way people lived in the Neolithic period <p>In this lesson pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. This lesson allows pupils to conduct their own research online about the discovery of Skara Brae and helps them to systematically organise their notes so that they can make a presentation</p>
6	<p>WALT: explore different theories about the building of Stonehenge</p> <ul style="list-style-type: none"> To understand what Stonehenge looks like To explore different theories about the building of Stonehenge <p>In this lesson pupils take a virtual tour of Stonehenge and suggest answers to some related questions that still puzzle historians today. Pupils will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or boxes.</p>
7	<p>WALT: know how the Bronze age was different to the Stone age</p> <ul style="list-style-type: none"> To know how the Bronze Age was different to the Stone Age To explain how the smelting process was used to make bronze <p>This lesson looks at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made. Pupils will find out why bronze was so important and they will create their own flowcharts to record the process of how it was made.</p>

History

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Hooks from old learning (Y1/2): Movers and shakers

Lesson	Sequence of Learning
8	<p>WALT: understand how grave goods can give us information about the past</p> <ul style="list-style-type: none"> To understand how grave goods can give us information about the past To think about what type of objects survive over time <p>In this lesson pupils will find out about how people in the Bronze Age were buried alongside some objects that were important to them. Pupils will reflect upon how artefacts found in Bronze Age burial sites can give us information about what life was like in this period. This lesson also introduces the idea that not all artefacts survive over time and invites pupils to sum up their learning by exploring the grave of the Amesbury Archer.</p>
9	<p>WALT: understand how British society changed in the Iron Age</p> <ul style="list-style-type: none"> To understand how British society changed in the Iron Age To imagine what life might have been like in an Iron Age hill fort <p>Pupils will discover what life was like in an Iron Age hill fort in Britain. This lesson encourages pupils to engage imaginatively with this historical setting and reflect on how life in this period might have been different to life today, making a storyboard to record their ideas. As an extension activity pupils are challenged to find out about archaeological sites like Maiden Castle</p>
10	<p>WALT: describe some of the features of Iron Age art</p> <ul style="list-style-type: none"> To describe some of the features of Iron Age art To use design ideas from Celtic art to make an Iron Age artefact <p>Pupils will consider what kind of artefacts tell us about life in the Iron Age. They will investigate the distinctive designs found in Celtic art and use these ideas to make their own Celtic design</p>

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

Impact: Children will further develop their historical understanding of chronology, Stone age, bronze age, iron age and be able to ask questions on the long-term impacts of these times.

Hooks for new learning: (Y5/6): Groundbreaking Greeks, Dynamic Dynasties

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

Science

Intent: In animals including humans Year 4, children will: describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey. They will (working scientifically) ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Record 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. Identify differences, similarities or changes related to simple scientific ideas and processes.

Hooks from old learning: (Y3/4): animals including humans Year 1, 2 and 3

Sequence of learning

Lesson	Sequence of Learning
1	<p>Cold Task quiz: children to discuss in groups what they already know (or think they know) about the digestive system.</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>WALT: describe the simple functions of the basic parts of the digestive system in humans</p> <p>Food for Thought How are all living things dependent on one another? Discover that the answer is, the incredible Circle of Life! Energy is transferred from one living thing to another through the food they eat and the nutrients they need. But how are nutrients absorbed by the body? Learn the mysteries of the human digestive system through some exciting practical enquiries. Children will:</p> <ul style="list-style-type: none"> • Use everyday objects to demonstrate peristalsis and the other workings of the digestive system • Label and explain the function of the various parts of the digestive system • Create movement patterns to demonstrate the way peristalsis works in digestive tubes to move food along and the way the stomach can churn, stretch and contract to mix food with acid.
2	<p>WALT: describe the simple functions of the basic parts of the digestive system in humans</p> <p>Good Digestion Use your knowledge of the digestive system to play a team game and learn even more about what happens to our food as it travels through our bodies. Begin to work on presenting this information to an audience through narration and dance. Children will:</p> <ul style="list-style-type: none"> • Play a team game to reinforce learning on digestion and extend knowledge further (Yrs 3&4) • Either write a narration script to explain part of the digestive system (Yr4) or solve a matching puzzle to create 8 fascinating facts on the digestive system (Yr3) • Create movement sequences to music that illustrate digestive processes which can be performed during the narrated explanatory scripts (Yrs 3&4)
3	<p>WALT: identify the different types of teeth in humans and their simple functions</p> <p>Something to get your teeth into Are all your teeth the same? No! You need the right tooth for the job! Can you puzzle out which teeth bite, grip, tear, crush, grind and chew? You will learn their scientific names and the reason for their strange shapes. Children will:</p> <ul style="list-style-type: none"> • Eat a slice of apple and observe the function of different teeth in biting and chewing (Yrs 3&4) • Either write an explanation of the structure and function of the 4 types of teeth (Yr4) or create a model of their lower teeth, drawing each type and matching the name with a description (Yr3) • Play an active game to embed knowledge of the shape/function of the 4 types of teeth (Yrs 3&4)
4	<p>WALT: understand that every animal is adapted to its own particular lifestyle and habitat including its teeth</p> <p>Animal Detectives It's time to use your detective skills to work out why animals vary so much from one another. What can you tell about an animal by looking at its teeth or its poo? Learn how an animal's diet can affect these things and much more besides! Create an animal mask and research its special features ready to use in the Circle of Life presentation. Children will:</p> <ul style="list-style-type: none"> • Play an active game that encourages children to think about distinctive features and adaptations of different animals (Yrs 3&4) • Explain the different diets of carnivores, herbivores and omnivores and know how you can deduce an animal's diet by studying its teeth (Yrs 3&4) • Create an animal mask from a paper plate and either complete 3 simple sentences and research a dietary fact on their chosen animal (Yr3) or write a paragraph on their chosen animal using their own research (Yr4) • Begin to understand why an animal's poo varies according to its diet, life style and health (Yrs 3&4)

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

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Hooks from old learning: (Y3/4): animals including humans Year 1, 2 and 3

Lesson	Sequence of Learning
4	<p>WALT: understand that every animal is adapted to its own particular lifestyle and habitat including its teeth Animal Detectives</p> <p>It's time to use your detective skills to work out why animals vary so much from one another. What can you tell about an animal by looking at its teeth or its poo? Learn how an animal's diet can affect these things and much more besides! Create an animal mask and research its special features ready to use in the Circle of Life presentation.</p> <p>Children will:</p> <p>Play an active game that encourages children to think about distinctive features and adaptations of different animals (Yrs 3&4)</p> <p>Explain the different diets of carnivores, herbivores and omnivores and know how you can deduce an animal's diet by studying its teeth (Yrs 3&4)</p> <p>Create an animal mask from a paper plate and either complete 3 simple sentences and research a dietary fact on their chosen animal (Yr3) or write a paragraph on their chosen animal using their own research (Yr4)</p> <p>Begin to understand why an animal's poo varies according to its diet, lifestyle and health (Yrs 3&4)</p>
5	<p>WALT: Construct and interpret a variety of food chains, identifying producers, predators and prey Predator or Prey?</p> <p>Where does all energy on planet Earth come from? Yes, 93 million miles away! How does it transfer from one living thing to another? Yes, it's the incredible circle of life! Create your own food web that explains this amazing relationship between all living things and discover who are the producers, consumers, predators and prey!</p> <p>Children will:</p> <p>Play an active mime game to reinforce the feeding behaviours of herbivores, carnivores & omnivores (Yrs 3&4)</p> <p>Construct a food web and use it to derive information on predators, prey, producers and consumers, either independently with unfamiliar organisms (Yr4) or with some support using more familiar organisms (Yr3)</p> <p>Understand, reason and discuss the interconnectivity between living things in a food web (Yrs 3&4)</p>
6	<p>WALT: identify a variety of decomposers and scavengers including fungi, bacteria, invertebrates and birds The Amazing Circle of Life!</p> <p>What happens to the top predator at the end of the food chain? Does all that amazing food energy disappear? No! It is recycled back to the earth so the whole process can begin again, but how does this happen? Discover the secrets of the fabulous team of decomposers - nature's wonderful recyclers!</p> <p>Children will:</p> <ul style="list-style-type: none"> • Play a team game to help identify a variety of decomposers and learn more about them (Yrs 3&4) • Make some close observations of decomposers and the evidence of the decomposition process using magnifying lenses (Yrs 3&4) • Write an explanation of the role of decomposers either by doing a cloze procedure (Yr3) or by using key words to write an explanatory paragraph (Yr4) <p>Take part in a Circle of Life Quiz to review their knowledge and understanding of this block of learning (Yrs 3&4)</p>

Subject Composite: children will use their knowledge and understanding of animals including humans (Y4) to create a presentation

Impact: children will describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey. They will (working scientifically) ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Record 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. Identify differences, similarities or changes related to simple scientific ideas and processes.

Hooks for future learning: (Y5/6): animals including humans

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

Art and Design

Intent: The project 'Contrast and compliment' 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 colour

Hooks from old learning: (Y1/2) Mix it

Lesson	Sequence of Learning
Intro.	<p>WALT: Use and combine a range of visual elements in artwork</p> <p>Introduce the children to watercolour paints by showing them a watercolour palette. Use the paints and a variety of different sized brushes to model the properties of watercolours, including its translucency. Show the children how to mix colours in a palette, and on the paper itself. Then, provide the practical materials for children to freely explore the properties of watercolours. Ask them to record any mark making or colour mixing in their sketchbooks. At the end of the session, invite the children to compare their findings, sharing tips and challenges they faced along the way. Recap and model any teaching points.</p>
1	<p>WALT: Identify, mix and use contrasting-coloured paints.</p> <p>Use the Colour theory presentation to introduce the principles of the warm, cool, tertiary, analogous and complementary colour families. After sharing the presentation, show the Colour theory poster and use this to discuss what they have learned. Challenge the children to mix and record pairs of complementary colours in their sketchbooks. At the end of the session, invite the children to share their work, asking questions, such as 'Can you name a pair of complementary colours? Can you show me warm colours on your wheel? Can you show me two tertiary colours?'</p>
2	<p>WALT: mix and record pairs of complementary colours in our sketchbooks</p> <p>Recap on what the children have learned so far about colour families. Show the children the Colour in art presentation and use the Colour in art question sheet to engage them in a group discussion about the similarities and differences between each pair of paintings in the presentation. Encourage children to use a good range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory. Allow the children to choose an image each from the Colour in art picture cards with a partner and use the question sheet to spot and discuss similarities and differences. On completion, invite the children to share and compare their findings.</p>
3	<p>WALT: explore colour in more detail</p> <p>Display the Gallery presentation and invite children to discuss the use of colour in each painting, using the questions included as a prompt. 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. Work alongside the children to help them identify and mix the colours in their chosen artwork. At the end of the session, invite the children to talk about their work, including what they felt was challenging.</p>
4	<p>WALT: use 2-D maths shapes to create a composition</p> <p>Recap on everything the children have learned so far about colour and colour theory. Then show them the Innovate challenge presentation. Allow time for the children to discuss and clarify the task. Model how to use the Shape templates or 2-D maths shapes to create a composition before allowing children to create their compositions following the instructions in the presentation. Ask the children to write an evaluation of their work in their sketchbooks.</p>
5	<p>WALT: Make suggestions for ways to adapt and improve a piece of artwork.</p> <p>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 children to write a simple review of their work in their sketchbook. Children can complete the Contrast and Complement question sheet to establish their learned knowledge.</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) Tints, tones and shades and taotie.

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

Design and Technology

Intent: The project 'Cook Well, Eatwell' children learn about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.

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

Lesson	Sequence of Learning
Intro	<p>WALT: understand the importance and characteristics of a healthy, balanced diet.</p> <p>Discuss with the children the phrase 'healthy, balanced diet'. Explain that we can divide foods into groups according to the nutrients that they provide. Share the Healthy, balanced diet presentation with the children to introduce the food groups and the Eatwell guide. Give pairs of children the Food groups sorting cards to sort into the five food groups: proteins; carbohydrates; fruit and vegetables; dairy and alternatives and oils and spreads. Discuss their groupings and correct any misconceptions.</p>
1	<p>WALT: Use appliances safely with adult supervision.</p> <p>Explain to the children that some foods require cooking before being eaten, either to make them safe, such as chicken, or soft and palatable, such as lentils. Share the Methods of cooking presentation to introduce different ways of cooking and cooking appliances. Tell the children that they will be investigating how to cook potatoes using different approaches. Give pairs of children one of the Cooking potatoes instructions and ask them to familiarise themselves with the steps. Provide the children with aprons and the necessary resources, then supervise them in cooking the potatoes. Once cooked, encourage the children to examine and taste the cooked potatoes. Ask questions, such as 'To which food group do potatoes belong? Which potatoes tasted best? Which are the healthiest and why?'</p>
2	<p>WALT: Prepare and cook a simple savoury dish</p> <p>Recap on the cooking methods used in the previous lesson and ask children to recall the information about slow cookers from the Methods of cooking presentation. Explain to the children that they will now use a slow cooker to make a vegetarian dish called ratatouille. Give groups of children the equipment, ingredients and Ratatouille recipe, and supervise the children in preparing and frying the vegetables before adding to the slow cooker and leaving to cook. At the end of the day, allow each child to taste the ratatouille and share their thoughts on its taste, texture, appearance, cooking method, ease of cooking and the healthiness of the dish.</p>
3	<p>WALT: identify and name foods that are produced in different places.</p> <p>Tell the children that you have been contacted by the owners of the Eatwell Café. They have added tacos to their daily menu and would like the children to suggest a range of healthy, hot taco fillings. Show the children a taco shell and explain that tacos are a traditional Mexican street food made from wheat or corn tortillas, filled with a meat or vegetarian filling and topped with salsa, lettuce or cheese. Recap on the food groups and the Eatwell guide. Discuss which food group the taco shell fits into and ask the children which food groups they might include in their filling. Support the children to decide on four design criteria for their taco filling, such as healthy and balanced; cooked; appealing appearance and being able to fit inside a taco shell. Provide the children with the Taco fillings recipes and ask them to choose a recipe that fits their design criteria. Encourage them to consider the methods of cooking that they will use, the skills that they need and hygiene and health and safety rules, recording their thinking on the Taco filling planning sheet.</p>
4	<p>WALT: develop the creative, technical and practical expertise</p> <p>Provide the children with the ingredients for their chosen recipes, their completed Taco filling planning sheets and supervised access to sharp utensils and appliances. Remind the children about working hygienically and encourage them to follow the recipe to prepare their taco fillings. Display the finished fillings in a serving area and take photographs. Encourage the children to assemble the tacos using the shells, fillings and toppings before tasting. Ask the children to think about the flavours, how the fillings contributes to a healthy, balanced diet and their appearance.</p>
5	<p>WALT: Suggest improvements to our products and describe how to implement them</p> <p>Recap on their design criteria and invite the children to comment on the success of their filling. Display the photographs of the fillings and invite children to comment on each other's work. Provide each child with a photograph of their filling and a Taco filling evaluation sheet to evaluate their work.</p>

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

Impact: children will learn about food groups and the Eatwell guide. They will also learn about methods of cooking.

Hooks for new learning: (Y5/6) Eat the seasons

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons



Computing

Intent: In Coding (Y4), The coding 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) coding, lego builders, maze explorers, Coding (Y2), questioning, coding (Y3), branchin databases, external devices.

Lesson	Sequence of Learning
1	WALT: Design, Code, Test and Debug Aim: To review coding vocabulary and knowledge. • To create a simple computer program. Success Criteria: <ul style="list-style-type: none">• Children can explore different object types in 2Code.• Children can use a background and objects to create a scene.• Children can plan an algorithm for their scene and use 2Code to program it.
2	WALT: understand IF statements Aim: • To begin to understand selection in computer programming. • To understand how an IF statement works. Success Criteria: <ul style="list-style-type: none">• Children can create a program that includes an IF statement.• Children can interpret a flowchart that depicts an IF statement.
3	WALT: understand co-ordinates Aim: • To understand how to use co-ordinates in computer programming. • To understand how an IF statement works. Success Criteria: <ul style="list-style-type: none">• Children can make use of the X and Y attributes (properties) of objects in their coding.• Children can create a program that includes an IF statement
4	WALT: repeat until and IF/ELSE statements Aim: • To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works. Success Criteria: <ul style="list-style-type: none">• Children can read code that includes repeat until and IF/ ELSE and explain how it works.• Children can create a program that includes an IF/ ELSE statement.• Children can interpret a flowchart that depicts an IF/ ELSE statement.
5	WALT: understand number variables Aim: • To understand what a variable is in programming. • To use a number variable. Success Criteria: <ul style="list-style-type: none">• Children can explain what a variable is in programming.• Children can create and use variables when programming
6	WALT: make a playable game Aim: • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game. Success criteria: <ul style="list-style-type: none">• Children can read code that includes repeat until and IF/ ELSE and explain how it works.• Children can create a program that includes and IF/ ELSE statement.• Children can interpret a flowchart that depicts an IF/ ELSE statement.

Subject Composite & Impact: Children will think about the different methods of coding structures and identify an error within a program. They will apply bug fix techniques and understand IF/ELSE statements. They will demonstrate a growing understanding of coded solutions.

Hooks for new learning (Year 5&6): coding, external devices, text adventures and binary.

Sequence of learning

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

Music

Intent: all learning is focused around one song: Let Your Spirit Fly. 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.

Hooks from old learning: All previous music units.

Lesson	Sequence of Learning
1	<p>WALT: Let Your Spirit Fly by Joanna Mangona Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warmups b. Start to learn Stop! - the sung and rapped chorus, A and B <p>Performance - Perform /share the learning from this step.</p>
2	<p>WALT: Let Your Spirit Fly by Joanna Mangona Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps Performance - Perform /share the learning from this step.
3	<p>WALT: Colonel Bogey March by Kenneth Alford Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
4	<p>WALT: Consider Yourself from the musical 'Oliver!' Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
5	<p>WALT: Ain't No Mountain High Enough by Marvin Gaye Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples Option to compose own raps <p>Performance - Perform /share the learning from this step.</p>
6	<p>WALT: You're the First, the Last, My Everything by Barry White Listen and Appraise the song Musical Activities</p> <ol style="list-style-type: none"> Games and vocal warm-ups Learn Lean On Me by Bill Withers - option to learn the rapped examples

Subject Composite: Prepare and perform/share Let Your Spirit Fly.

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.

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

RE

Intent: In 'What kind of world did Jesus want?', children will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.

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

Lesson	Sequence of Learning
1	<p>Engagement: What kind of world did Jesus want?</p> <p>WALT: explore the question what kind of world did Jesus want?</p> <p>STEP 1: Introduce the big question for the topic to pupils. What do pupils already know about the topic? What do they want to find out? Explain that the concept of 'Gospel' tells the story of the life and teachings of Jesus. STEP 2: Read Matthew 4:18-19 with pupils. Explain that this text teaches Christians about how some of Jesus' first disciples were chosen. Ask pupils to discuss the following questions linked to the text: • Do you think that this story is about normal fishing? • What do you think they mean by fishing for men? • Why did Jesus want his followers to tell others about him? Explain that leaving everything and following Jesus would not have been an easy decision for these fishermen. Tell pupils that fishermen at the time of Jesus were rich people, had good lifestyles and probably would not have found it easy to leave this. STEP 3: Discuss what Jesus means by telling the disciples they can be 'fishers of men' in Matthew 4:19. Explain that the Bible says Jesus is asking these men to help him to spread God's good news to other people. He is asking the men to help others accept this news is correct and become followers of his teachings. Ask whether pupils think this would have been something the first disciples were excited about. Ask: Why might it have been scary?</p>
2	<p>WALT: explore Jesus and the disciples in more detail</p> <p>Recap the learning from last lesson. See how quickly pupils can order the 5 words describing elements of the 'Big Story' of STEP 1: Recap last week's lesson with pupils using the sticky knowledge quiz slides. Re-read Matthew 4:18- 19 and ask pupils to explain what the text is all about. Ask pupils to talk to their partner and answer the following questions: • How do you think they felt when they were asked to be 'fishers of men'? • How do you think the fishermen felt about Jesus choosing them? • Why might they have been excited? • Why might they have been worried? Bring the class back together again and encourage them to feed back the answers to the questions that they have been discussing. Explain that today, we are going to be thinking about the emotions of the first disciples when they were asked to follow Jesus. STEP 2: Hold a hot seating activity, encouraging pupils to take on the roles of Peter and Andrew. Encourage the rest of the class to ask the pupils in the hot seat how they felt when Jesus chose them and what they thought about being fishers of men.</p>
3	<p>WALT: understand the meaning for the word evangelist</p> <p>STEP 1: Recap last week's lesson with pupils, using the sticky knowledge slides. Share the two texts that pupils studied last week and discuss whether they think it would have been easy or tricky for the disciples to leave everything and follow Jesus. STEP 2: Talk to pupils about what it means to be a fisher of men. Remind pupils that, for Christians, this means that the disciples were called to share Jesus' good news with others so that they could make the decision about whether they would follow him too. Ask pupils what they think being fishers of men means for Christians today. Explain that Christians today look to the Bible for guidance on how to act. Ask for pupils' ideas about how Christians today might act in light of this story. STEP 3: Show pupils the word 'Evangelist'. Ask pupils if they know what this word means. Explain that an evangelist is someone who spends their life telling people about Jesus and the good news that they believe Jesus brings. Watch an interview with an evangelist explaining what they do. A good interview can be found on the REQuest website*. Ask pupils what skills an evangelist might need and create a list of these on the class whiteboard. Explain that an evangelist is a fisher of men.</p>
4	<p>WALT: understand how Jesus responded to people who were unwell</p> <p>STEP 1: Recap the lessons so far in the unit by using the sticky knowledge quiz slides. Remind pupils what it means to be an evangelist and how some Christians today believe that they are called to do this because of Jesus' example. STEP 2: Talk to pupils about the example that Jesus set for his followers; how did he want them to act? Ask pupils if they can think of any other examples of how Jesus acted in the Bible. Discuss what they think the world would be like if all people followed his example. Explain that today we are going to be finding out about how Jesus responded to people who were unwell. Ask pupils if they know what leprosy is. Explain that this is a disease that is still around today and can be treated through medication but in Jesus' time there was no cure. Tell pupils that in Jesus' time, leprosy was extremely contagious and people who had it were not allowed to mix with society – most people without leprosy refused to accept and interact with those who had it. Read Mark 1:40-44 with pupils. Ask pupils why they think that people at the time would have been shocked by Jesus' behaviour. Ask: If people are called to be Christlike or like Jesus, what was he telling them about how to act? Ask pupils about why they think Jesus healed the man. STEP 3: Spend some time researching the work of The Leprosy Mission. Ask: • How does this charity follow Jesus' example of caring for people? • How do they make a difference today?</p>
5	<p>WALT: explore the parable of the Good Samaritan</p> <p>STEP 1: Recap the unit so far with pupils by using the sticky knowledge quiz. Ask pupils how Jesus acted and what example this sets for Christians today. Ask: If Jesus showed love to everyone, how should Christians act? Ask pupils what they think the world would be like if everyone followed Jesus' example. STEP 2: Explain that the Bible holds many stories of how Jesus acted and that lots of Christians today use these as guidance for how to live their lives. Ask pupils if they can remember what a parable is. Remind pupils that Jesus often told parables (stories with a meaning) to teach his followers something about God or how they should act. Explain that today, we are going to be finding out about the parable of the Good Samaritan. STEP 3: Read Luke 10:25-37 with pupils and discuss the key events within the story. What do pupils think that Jesus is trying to teach his followers about how to act? Watch a version of the story that makes clear links to the text*.</p>
6	<p>WALT: revisit the question 'What kind of world did Jesus want?'</p> <p>STEP 1: Recap the content within this unit using the sticky knowledge slides. Discuss as a class what kind of a world Christians believe that Jesus wanted. Think carefully together about how the teachings and actions of Jesus helped to share what he wanted the world to be like.</p>

Subject Composite: Children will be able to explain they key messages of the Gospel stories. They will demonstrate this in an explanation and presentation in class.

Impact: Children familiarise themselves with the Gospel stories and how Christians follow the teachings of Jesus in how to treat others and the world..

Hooks for new learning (Y5/6) What would Jesus do?

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

Spanish

Intent: In 'My Town', children learn to develop their intercultural understanding by being introduced to the sights of some typical Spanish speaking cities. They will also learn to describe places in a town, count to 100 and give their address in Spanish.

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

Lesson	Sequence of Learning
1	<p>WALT: ask and answer the question 'Where do you live?'</p> <p>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 where people live.</p> <p>Success Criteria: I can listen to and repeat names of some Spanish-speaking towns and cities. I can ask and answer questions to find out where someone lives. I can locate cities on a map.</p>
2	<p>WALT: listen to and repeat vocabulary about places in town.</p> <p>Aim: To listen attentively to spoken language and show understanding by joining in and responding in the context of describing our town.</p> <p>Success Criteria: I can listen to and repeat vocabulary about places in town. I can identify typical places in my town. I can use 'hay' and 'no hay' to describe my town.</p>
3	<p>WALT: identify spellings or sounds I know in new words.</p> <p>Aim: To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens.</p> <p>Success Criteria: can identify spellings or sounds I know in new words. I can count up to 100 using tens.</p>
4	<p>WALT: make predictions about the vocabulary</p> <p>Aim: To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases in the context of counting to 100.</p> <p>Success Criteria: I can make predictions about the vocabulary. I can say any number from 0-100</p>
5	<p>WALT: listen to and repeat the vocabulary</p> <p>Aim: To present ideas and information orally to a range of audiences in the context of giving your address.</p> <p>success Criteria: I can listen to and repeat the vocabulary. I can say my address. I can ask others what their address is</p>
6	<p>WALT: use a bilingual dictionary to translate the word I want</p> <p>Aim: To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories.</p> <p>Success Criteria: I can use a bilingual dictionary to translate the word I want. I can sort vocabulary into topic groups. I can suggest further English words in a vocabulary set.</p>

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

Through the Ages

Autumn Year B

Tater Du Class (Y3/4)

Sequence of Lessons

PSHE

Intent: In 'Being Me in My World' children learn the rights and responsibilities as a member of their class, how their views are valued and contribute our school Learning Charter, the choices that they make and their consequences, our rights and responsibilities within our Learning Charter

Hooks from old learning: Previous 'Being Me In My World' units for each Year Group.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: Help others to feel welcome</p> <p>Learning intention: I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal</p> <p>Social and emotional development learning intention: I value myself and know how to make someone else feel welcome and valued</p>
2	<p>WALT: Try to make our school community a better place</p> <p>Learning intention: I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>Social and emotional development learning intention: I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p>
3	<p>WALT: Think about everyone's right to learn</p> <p>Learning intention: I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Social and emotional development learning intention: I know how to make others feel valued</p>
4	<p>WALT: Care about other people's feelings</p> <p>Learning intention: I understand that my actions affect myself and others and I care about other people's feelings</p> <p>Social and emotional development learning intention: I understand that my behaviour brings rewards/consequences</p>
5	<p>WALT: Work well with others</p> <p>Learning intention: I can make responsible choices and take action</p> <p>Social and emotional development learning intention: I can work cooperatively in a group</p>
6	<p>WALT: Choose to follow the Learning Charter</p> <p>Learning intention: I understand my actions affect others and try to see things from their points of view</p> <p>Social and emotional development learning intention: I am choosing to follow the Learning Charter</p>

Subject Composite: children help fit together the six pieces of learning about Being Me In My World to create a learning charter

Impact: children learn the rights and responsibilities as a member of their class, how their views are valued and contribute our school Learning Charter, the choices that they make and their consequences, our rights and responsibilities within our Learning Charter

Hooks for new learning (Y3/4, Y5/6): All future 'Being Me In My World' units.