



Invaders and Settlers

Summer 1 (Romans focus) Year A

Trencrom Class (Y3/4)

Sequence of Lessons

History

Intent: Children will have a good knowledge of what happened in the period of time from the Romans to the Anglo-Saxons in Britain.

Hooks from old learning (YR;Y1/2): (Y1/2) Voyage of the mystery—life in the past, Castles and Coasts—settlers,

Sequence of learning

Lesson	Sequence of Learning
1 Literacy comprehension and geography links.	<p>Cold Task followed by Kahoot quiz: Introduce topic question: How did the Romans and Anglo-Saxons change Britain?</p> <p>Complete cold Task followed by Kahoot quiz: Sticky Knowledge for this term's topic.</p> <p>Curious Questioning - What do we want to find out about? Create class board of curious questions to answer throughout the unit. Complete KWL grid to inform prior knowledge and future learning.</p> <p>WALhT: explain the spread of the Roman empire and recall key facts about the invasion of Britain.</p> <p>Introduce topic. Read the Lesson Presentation one slide at a time, allowing children to take notes of key facts along the way. Answer the comprehension questions about the Roman invasions. Point out the key on the maps on the Lesson Presentation. Move through the slides one at a time and ask children what they can see happening over time. Children discuss the questions on each slide and feed back their ideas about the spread of the Roman empire. Children create a poster or timeline showing the spread of the Roman empire from 800 BC to AD 305 using differentiated Spread of the Roman Empire Activity Sheets, Roman Empire Maps and maps or atlases to help them.</p>
2 geography links.	<p>WALhT: understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.</p> <p>Why did the Romans want better roads?</p> <p>Show the Lesson Presentation. Children discuss the following questions: Why do you think the Romans wanted to build new roads? Can you think of three possible reasons? Using differentiated Mapping Roman Roads Activity Sheets and the Blank Map of Britain Activity Sheet, children find and label the Roman roads and the places they start and finish. Children make a 3D model showing the cross-section of a Roman road. They should use junk modelling materials and paint.</p>
3	<p>WALhT: understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.</p> <p>Who was Boudicca?</p> <p>Set the scene and introduce the characters using the Lesson Presentation: Venelli, a slave; Tiber, a Roman governor; Rastus, a trader; Boudicca, a Celtic queen; Milo, a Roman soldier; Drest, a Celtic farmer. Organise children into six groups and assign each group a different character. Children discuss the questions on the Meet the Characters Activity Sheets and think of two or more 'facts' about their characters. Read through the information on the Lesson Presentation detailing what happens next in the story of Boudicca's rebellion. After each section, children discuss the following questions in role as their characters. Has this affected you? What are you going to do? How do you feel? They should take turns to listen to what the other characters say and think of any questions that they may wish to ask them. Children write in role to reflect on events of the rebellion.</p>
4 geography links.	<p>WALhT: describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p> <p>Who was Hadrian and why did he build a wall?</p> <p>Read the information on the Lesson Presentation about the Picts and the building of Hadrian's Wall. Using maps or atlases, children locate the start and finish of Hadrian's Wall and some key places along it. They use the Mapping Hadrian's Wall Activity Sheet, labelling their own map to show the places where it starts and finishes. Children produce either a report or a letter writing in role as a Roman soldier to describe Hadrian's Wall.</p>
5 RE links	<p>WALhT: understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p> <p>What did the Romans believe in and how did it affect their actions?</p> <p>Read the introduction to Roman religion from the Lesson Presentation. Read the information on this, the Roman God Family Tree and details about some of the gods and goddesses. Allow time to discuss each one and for children to have the chance to feed back some key facts they learn. Children make or play a game to help them remember and record key facts about Roman gods and goddesses. After playing the game, children move on to designing and creating a Gods Fact Poster to record some of the facts they have learned about the different gods and goddesses.</p>
6	<p>WALhT: explain what Roman baths were and know about the different amenities they contained.</p> <p>What were the Roman baths and why were they used?</p> <p>Read the information on the Lesson Presentation, outlining the features inside a Roman baths. Children take notes of the different features as you go through the information. Children compare their notes with their partner and answer these questions about the Roman baths: How was water brought to the baths? How did the Romans heat the water? What were the names of the three main bathing experiences? What was the name of the tool used to scrape dirt off the skin? List three other things that visitors to the baths could do. Share and discuss. Children create a user guide for the latest Roman baths in their town.</p>

Subject Composite: Create fact files on significant people in history.

Impact: Children will be able to talk about key figures from history and how they impacted our world today. **Hooks for new learning (Y5/6):** All topics have a linked person/s of study, for example Vicious Vikings looks at King Alfred the Great, King Edgar, King Edward the confessor



Invaders and Settlers

Summer 2 (Anglo-Saxon focus) Year A

Trencrom Class (Y3/4)

Sequence of Lessons

History

Intent: Children will have a good knowledge of what happened in the period of time from the Romans to the Anglo-Saxons in Britain.

Hooks from old learning (YR;Y1/2): (Y1/2) Voyage of the mystery—life in the past, Castles and Coasts—settlers,

Lesson	Sequence of Learning
1 Geography links.	<p>WALhT: describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>What happened after the Romans?</p> <p>Work through 'goodbye Romans' power point. Children use the map to discuss and work out answers to the following questions: Where did the invading troops come from? What were they called? Whereabouts in Britain did they settle? Where did they not manage to take control? Look at the map showing the seven Anglo-Saxon kingdoms. label a map to show the seven Anglo-Saxon Kingdoms. Children work in pairs to draw Vortogern, Hengest or Horsa and write some facts about them based on what they have learnt.</p>
2 Geography links –Geog lesson 3.	<p>WALhT: understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.</p> <p>What is in a name?</p> <p>Re-cap the 7 main Anglo-Saxon Kingdoms. Ask children to work in pairs using maps or atlases to find place names containing the suffixes –ham, -ford and –worth. Go on to explain what the suffixes mean (see Anglo-Saxon Vocabulary List) and ask children to discuss what each of the place names they have found could mean. label a map of Britain to show the location of the different places.</p>
3	<p>WALhT: describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>What was it like in an Anglo-Saxon village?</p> <p>Share the information on the Lesson Presentation detailing how the Anglo-Saxons settled in small villages. Children discuss in pairs three reasons why they think the Anglo-Saxons chose to establish their own villages and not use the Roman towns and facilities. Feedback ideas and discuss. Read the information about Anglo-Saxon jobs. research and find out more about one of the Anglo-Saxon jobs. They present their learning in the form of a wanted poster using the Anglo-Saxon Jobs Activity Sheet, advertising for somebody to do their job. Children examine the pictures of an Anglo-Saxon village. They discuss in groups 5 things they can deduce about village life in Anglo-Saxon Britain. Feedback to the whole class. Create a class list of information about Anglo-Saxon village life. Children use the class list about Anglo-Saxon village life to design and label their own Anglo-Saxon village.</p>
4	<p>WALhT: analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>What is the artefact and what was it used for?</p> <p>Is it important to know what happened in times before we were even born? What can 'digging up the past' teach us? What is archaeology? Who is a historian? Read the information on the Lesson Presentation clarifying the importance of finding out about and understanding Anglo-Saxon history. Children look at artefacts and answer questions about them. Draw the artefact and write what they have learnt about it.</p>
5 RE links	<p>WALhT: 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>What did the Anglo-Saxons believe in and how did it affect their actions?</p> <p>Show the chn information about paganism. write a list of 5 facts about the Anglo-Saxon pagan religion. They could make their own poster or fact sheet about the Anglo-Saxon pagan religion. Work through lesson presentation. Chn create a quiz about Anglo-Saxon beliefs. Children choose one the Anglo-Saxon gods. They take on the character of the god and present themselves as that god to the rest of the class</p>
6	<p>End of unit – answer key question: How did the Romans and Anglo-Saxons change Britain?</p> <p>Complete hot task kahoot quiz and memory scrapbook.</p> <p>WALhT: 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 previous session on paganism. Tell children they are going to learn about how the Anglo-Saxons converted from Paganism to Christianity. In pairs children discuss what they know about the two religions and their similarities and differences. teach the children about the influential people and the buildings they built to promote the spread of Christianity. Children to take notes using the Saintly Information Activity Sheet to record their knowledge. Children complete Anglo-Saxon Conversion to Christianity Activity Sheet. Children choose from Canterbury Cathedral, Iona Abbey or Lindisfarne Priory and create a guide about the building and its history using information learnt in the lesson and their own research.</p>

Subject Composite: Hold an open afternoon for parents to show all learning in the topic.

Impact: Children have a good knowledge of life in Roman to Anglo-Saxon time in Britain and are able to share their knowledge with others.

Hooks for new learning (Y5/6): Vicious Vikings— life in Britain after the Romans, Ancient Greeks—trade, military

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Summer Year A

Trencrom Class (Y3/4)

Sequence of Lessons

Geography

Intent: Children will look at maps of Europe and Britain to explore how the Roman Empire developed and where the Anglo-Saxons came from and look at maps of Britain to locate places where these people settled. They will look at physical geography of place to understand why people may have settled in some places and not others.

Hooks from old learning: (YR, Y1, Y2) (YR) - On the move —vehicles, travel and transport.(Y1/2) Voyage of the mystery—life in the past, Castles and coasts—settlers.

Lesson	Sequence of Learning
1	<p>WALhT explain why settlements develop in certain locations. What is a settlement? What did early settlers need?</p> <p>Show children the definitions in the Lesson Presentation. Which one do you think is the best meaning? Can you add any more detail to your chosen answer? Share the pictures of different types of settlements, discussing how each one fits with your agreed definition. Explain that many of the places people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK, such as the Romans, the Vikings and the Anglo-Saxons. Other places have been built more recently to provide houses for the growing population or to replace houses that had been damaged. Sort cards into settlers needs. Look at a selection of settlement images and explain why they were chosen as good places to settle.</p>
2	<p>WALhT explain why settlements develop in certain locations. Where would you settle?</p> <p>Recap by giving children 60 seconds to list as many things that settlers might have looked for when choosing a settlement site. Share the three images of settlement sites, one at a time, from the lesson presentation. Do you think this would make a good site? Why? What features does it have? Discuss children's answers, referring to the list made in the first part of the lesson. children use the differentiated Choosing a Site Activity Sheet to decide upon a location to build their settlement. Allow each group to explain the site they selected, explaining their reasons.</p>
3	<p>WALhT use maps to identify settlements built by invaders. What's in a name?</p> <p><i>Directly links to lesson 2 History Anglo-Saxons.</i></p> <p>Ask children to work in pairs using maps or atlases to find place names containing the suffixes –ham, -ford and –worth. Go on to explain what the suffixes mean (see Anglo-Saxon Vocabulary List) and ask children to discuss what each of the place names they have found could mean. label a map of Britain to show the location of the different places.</p>
4	<p>WALhT compare land use in different settlements. How is land used in settlements?</p> <p>Show children the images of land use. Can you identify how the land is being used in each image? Recap the main types of land use. Share the map in the Lesson Presentation. Point out the names of buildings. These give us clues as to how the land might be used – names of shops, for example, would show retail areas. Show the aerial view in the Lesson Presentation. Can you spot the industrial areas? What about residential areas? Remind children of how to use the Street View icon to see the buildings on a street as they would look in real life – this can be used to look at any areas they are unsure about. Children use Google Maps to complete their differentiated Mapping Land Use Activity Sheet identifying different types of land use in a given location. A key is suggested in the Lesson Presentation to aid comparison of maps later in the lesson. Children identify differences and similarities between the three locations they have researched.</p>
5	<p>WALhT use maps to identify links between settlements. How are settlements linked? How would I plan a route/travel to places?</p> <p>Ask children to list all the places they have links to, both in the UK and overseas. Share the list of stimulus questions from the Lesson Presentation for children who are struggling to think of ideas. Who has links furthest from our school? Choose some of the links children identified which require them to travel to another town. How do you get there? Are there other ways you can travel there? Show children the map from the Lesson Presentation. How would you travel between Lelant and Penzance? Allow children time to work out a route and tell their talk partner. Take suggested answers. Listen for children using the names and numbers of roads and/or compass directions to add clarity to their instructions. Model an answer which includes these features if children do not use them. Children use road atlases to describe routes between two places. Show children the map of Scotland from the Lesson Presentation. Point out the boat links shown on the map. Share this video which explains what life is like living on a small island. What issues might you encounter if you lived on a small island and had to travel to another island or the mainland for services like education, healthcare and shopping facilities?</p>
6	<p>WALhT create a map of a settlement What have I learnt in this unit?</p> <p>Recap learning so far. Give chn 60 seconds to list what settlers might look for in a settlement site. Share the list of settlement site features from the Lesson Presentation. Ask children to sort the features into three groups – essential, desirable and unwanted. Which are essential for a settlement site? Which are useful? Which would not be wanted? Remind children of the work they completed looking at land use. Using a coloured key is one way of showing how land is used. How else can we show features on a map? (Using symbols and a key) Show children the items they need to include in their settlement from the Lesson Presentation. What symbols could we use for these? Chn plan their own settlement. Settlement features to include: as * plus schools, a police station a fire station, doctors' surgery and agricultural land.</p>

Subject Composite: Hold an open afternoon for parents to show all learning in the topic.

Impact: Children will have a good knowledge of how the Roman Empire progressed across Europe and where and why the Anglo-Saxons invaded Britain, and they can share their knowledge with others.

Hooks for new learning (Y5/6): Groovy Greeks—looking at maps of Europe, WW2—looking at Europe, Vicious Vikings—migration, Europe focus, Victorians—growth of cities, trade



Invaders and Settlers

Summer Year A

Trencrom Class (Y3/4)

Sequence of Lessons

Science

Intent: The children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to explain how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own instruments, thinking about creating high, low, long short sounds. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making an Anglo-Saxon home quieter.

Hooks from old learning: (YR, Y1, Y2): Exploring instruments— Superheroes (YR), Into the woods, Down in the Jungle (Y1/2).

Sequence of learning

Sequence of Learning

- 1 **Introduce new science focus: Sound.** Complete sound mind map, watch this BBC clip and list key words about making sounds. Share and discuss the list of sound words KWL grid and hand out knowledge organisers to discuss.
What is sound?
WALhT identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.
Explain vibration using the Lesson Presentation. Children act out vibration, and feel their vocal cords vibrating as they speak. Children work in groups to place rice on a drum to see the vibrations when they bang the drum. They will use a tuning fork and place it in water to see the vibrations through the water. Complete a sound survey, (with data logging equipment if poss.) to measure the sound levels around school. They will visit these places and measure the sound level at each one, noting the measurements on their school maps.
- 2 **How does sound travel? Why do we hear loud and quiet sounds?**
WALhT explain how different sounds travel.
Recap that sounds are created by vibrations. conduct an investigation to find a link between the size of the vibrations and the loudness of a sound. Discuss and explain their findings. Watch BBC clip to hear how sound travels. Explain how the ear works and how we hear sounds using the information and diagram. Children work in groups to create and perform a factual dramatisation to explain how different sounds travel.
- 3 **Why do we hear high and low sounds?**
WALhT explore ways to change the pitch of a sound.
Children try to make high and low sounds to their partner. Explain what pitch is. Watch BBC clip to identify high and low sounds in a piece of music. Children try to play high and low sounds on different instruments, and observe how they can change the pitch. Children record their observations of the features of the instruments that create different pitches. Children talk in pairs about any patterns they have spotted between the pitch of the sound and the features of the instruments they played. Children watch BBC clip to hear an explanation of how pitch can be changed. Explain how to change the pitch on different instruments. Children make their own set of pan pipes using straws. Their challenge is to make each straw create a sound of a different pitch.
- 4 **How does sound travel? What makes some sound loud and some quiet?**
WALhT explain how different sounds travel.
Children recap previous learning. Watch BBC clip explaining how distance affects the loudness of a sound as it travels. Children try to guess how far they are from a ringing alarm clock based on how loud it sounds. Discuss ways of making sound travel further, or making it louder so that it can be heard further away. Children will make and use a string telephone to make sound louder so it can travel further. Children use the instructions on the differentiated String Telephone Activity Sheet to construct their telephones, then they will test them out. Explain how the telephones make the sound of the children's voices audible. Children complete their own explanations
- 5 **How can we hide sound?**
WALhT investigate ways to absorb sound.
Children discuss reasons people may have for needing to absorb sound. Introduce investigation: invaders need to be quiet to creep up on areas without being heard. Children test the different materials using the method described on the Lesson Presentation. If poss, use data logging equipment, to measure the loudness of the music with each material. Alternatively, the children can listen and describe the loudness. Children record their measurements Discuss which materials were good at soundproofing. Children write a letter to the invaders with their conclusion, recommending the best material to use to soundproof and explaining why it is the best choice.
- 6 **Can you make your own instrument to create sounds?**
WALhT make a musical instrument to play different sounds.
Introduce the musical instrument challenge and show the children the equipment and junk materials they can use to make their instruments. Children discuss their first ideas with a partner. Show BBC clip so children can collect ideas by watching the band in the clip describe how they created their musical instruments using junk materials. Children design their musical instrument, then use the junk materials and other equipment to make it. Children test their musical instruments out. They work in pairs, explaining to each other how their instruments work and make different sounds, explaining how their instruments work and evaluate. Revisit and recap Learning – revise learning Go to the KWL grids and see what we now know, what we found out and what we would still like to find out about. complete their Sound Q and A Activity Sheet

Subject Composite: Make and create own musical instruments to investigate different sounds and how sound travels.

Impact: Children will know that sound travels on sound waves through vibrations. They will be able to talk about how high and low pitch sounds are different and how they are created. They will make instruments to create their own sounds.

Hooks for future learning: (Y5/6): Links to music, animals including humans.



Invaders and Settlers

Summer Year A

Trencrom Class (Y3/4)

Sequence of Lessons

Art and Design

Intent: Children will focus on drawing and 3D design. They will explore The book of Kells and illuminated manuscripts as well as the Bayeux tapestry and Anglo Saxon jewellery. They will take part in observational drawings exploring line and illustration techniques.

Hooks from old learning: (YR, Y1, Y2) Voyage of the Mystery—explore painting styles from the past.

Sequence of learning

Lesson	Sequence of Learning
1	<p>What is the Bayeux tapestry? WALhT explore ways in which stories can be told visually. Children will study the Bayeux Tapestry and explore other ways in which artists across the ages have told stories visually. Children will consider what can be learnt about a story from a single image and use pictures themselves to tell more of the story shown in the image. WALhT collect visual information to develop ideas. Children will choose together and listen to a familiar story, and think particularly about the images that come to mind as they listen. They will then represent these stories visually using a series of images.</p>
2	<p>What works well when working with textiles? WALhT experiment with different ways of using textiles to create effects. Children will identify a variety of ways of working with textiles. They will experiment with a variety of techniques, such as stitching, layering, painting and quilting, as they gather ideas for use in their own textile story. Children will practise a variety of these techniques, considering how they could be used to portray particular scenes.</p>
3	<p>Can I create my own version of the Bayeux tapestry? WALhT design a piece of textile artwork that tells a story. Children will design their own textile stories using the ideas they have gathered. They will consider how to organise their textile story and how they can design scenes that are simple enough to translate to fabric yet clear enough to tell a story. Work as a class, taking one part of the story each.</p>
4	<p>Can I create my own artwork? How did I do? WALhT create a piece of artwork that tells a story through textiles. Children will use a variety of different textile techniques to create their own talking textile story. They will discuss some questions as a class to encourage them to think about what they will do if they come across any problems and to consider how they can make their work of a high quality. They will then follow their plans to create their textile images WALhT evaluate a finished piece of artwork. Children will evaluate their finished textile stories. They will consider what has gone well, what they could improve if they were to make their textile stories again and what they think and feel about their finished artwork.</p>
5	<p>What is the Book of Kells? Illuminated letters? WALhT understand how the Anglo-Saxons decorated their important texts. Use the power point to introduce the Book of Kells. Show the children examples of illuminated letters. Discuss the style and key features. In sketch books, create own version of illuminated letters.</p>
6	<p>Can we create a class book in Anglo-Saxon style? WALhT create our own special book using illuminated letters in Anglo-Saxon style. Explain that children are going to create their own special book in the style of the Book of Kells. They will write 1 page each. What are the key features? Create a toolkit together. Children create a page for the class book.</p>

Subject Composite: Children create their own page for a precious book and a fabric story piece.

Impact: Children will know about the Bayeux tapestry and the book of Kells. They will be able to create sketches, line drawings and observational drawings and create their own illustrated page for a class book.

Hooks for new learning (Y5/6): Space—sculpture focus, Groovy Greeks— Greek



Invaders and Settlers
Summer Year A
Trencrom Class (Y3/4)
Sequence of Lessons

Design and Technology

Intent: Children build their own Catapult, then see how far they can launch small objects. They are provided with step by step instructions to create a catapult using rubber bands and lollipop sticks, as well as considering how levers work. This activity supports learning about forces, providing an applied context for this area of science learning.

Hooks from old learning: (YR, Y1, Y2) Let's Crawl—(YR) - building bug hotels, (Y1/2) Goldilocks—chair building

Sequence of learning

Lesson	Sequence of Learning
1	<p>What is a catapult and what is it used for? WALhT use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. WALhT generate, develop, model and communicate their ideas through discussion and annotated sketches.</p> <p>Introduce the unit using twinkl powerpoint. Recap forces (push/pull/stretch). Research catapults online and sketch different models using labels and diagrams. Children use this to begin to design their own version. Giving chn the brief that they are planning an invasion and need the catapult to help them with this. Link to invaders and settlers topic.</p>
2	<p>How do I make a catapult? WALhT select from and use a wider range of tools and equipment to perform practical tasks accurately WALhT select from and use a wider range of materials and components, including construction materials' WALhT understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Children to build their catapult in pairs. Provide a selection of instructions for children to follow and work together with a partner to make the catapult.</p>
3	<p>Have I made a 'good' catapult? WALhT test finished products against designs and use.</p> <p>Children to test out their catapults. As a class, test out the efficiency of the catapult. Discuss with the chn how to make the test fair. Record results. Which catapult was the most successful? Why? Make any amendments/changes to own catapult following test results.</p>
4	<p>Am I pleased with my catapult? Would I do anything differently if I was to make it again? WALhT evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children to evaluate their catapults. Remind the chn of previous session and catapult testing. What worked well? Why? Did we need to make any amendments to our catapult?</p>
5	<p>What have we learnt in this unit? WALhT assess key learning over the unit.</p> <p>Children complete quiz questions to consolidate learning. Link to science and maths links ie forces, angles etc.</p>

Subject Composite: Children will design, make, test and evaluate their own catapults.
Impact: Children will make catapults and test them, explaining what works well and why.
Hooks for new learning: (Y5/6) Victorians—bridges, There is no plan B—wood work



Invaders and Settlers

Summer Year A

Trencrom Class (Y3/4)

Sequence of Lessons

Computing

Intent: This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.

Hooks from old learning: (YR, Y1, Y2) This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr. However, experience of other languages or environments may also be useful.

Lesson	Sequence of Learning
1	Can you recall the basics of Scratch? This lesson reminds learners of the programming environment Scratch. Learners will begin by comparing Scratch to other programming environments they may have experienced, before reminding themselves of the basic layout of the screen.
2	Can I duplicate a Sprite? In this lesson, learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks.
3	How do I create a sequence? In this lesson, learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. In doing this, they will apply principles of design to plan and create a project.
4	Does the order matter in a sequence? This lesson explores sequences, and how they are implemented in a simple program. Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs.
5	How do I combine motion and sound in one sequence? This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage.
6	Let there be music! In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit.

Subject Composite: The final project is to make a representation of a piano.

Impact: The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

Hooks for new learning: (Y5/6) Making videos.



Invaders and Settlers

Summer 1 Year A
Trencrom Class (Y3/4)
Sequence of Lessons

Music

Intent: Children will use Out of the ark and BBC teach resources to listen to, compose and perform their own Roman/Anglo-Saxon sounds. They will take part in whole class lessons to play the ukulele.

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALhT listen with attention to detail and recall sounds with increasing aural memory WALhT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Learn: Modern marching cadence to establish march time; “The Road Building Song” and analyse 5 rhythmic ostinato found in the lyrics of the song in 12/8 time to layer up with percussion instruments in the way a Roman Road was built! Layers of rocks/stones/grit of different sizes! Polyrhythms.</p>
2	<p>WALhT listen with attention to detail and recall sounds with increasing aural memory WALhT use and understand staff and other musical notations</p> <p>Learn “Song of the hostess” about Roman cuisine and role of life in the villa Learn to read the music notation and play “Marching drum music” - to be played on drums/shields/plastic tubs—improvise drumming tattoos over the beat. Consider tempo and dynamics.</p>
3	<p>WALhT use and understand staff and other musical notations WALhT improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Practice “Marching drum music” - to be played on drums/shields/plastic tubs—Write lyrics for a Roman marching song or chant. Learn “The Slave Song” - compare the contrast in musical style with previous songs learned. How does the music style reflect the emotions in this song?</p>
4	<p>WALhT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Analyse the instruments heard in “Fanfare” and look at the brass family today. Research ancient Roman Instruments: tympanum, lyre, Roman Tuba, cornu, lute, aulos, organ, panpipes, scabellum, rattles, bells, tambourines, castanets, drums, timpani . . . Percussion was used for rhythmic dance, celebratory rites (rituals), military uses, hunting (to drive out prey) and even for the control of bees!</p>
5	<p>WALhT develop an understanding of the history of music. WALhT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Sing and play all 4 pieces: “The Road Building Song”, “Song of the hostess”, “Marching drum music” and “The Slave Song”. Listen to “The Battle” from the Gladiator. (Gladiator is the original soundtrack of the 2000 film of the same name. The original score and songs were composed by Hans Zimmer and Lisa Gerrard. The Lyndhurst Orchestra performing the score was conducted by Gavin Greenaway.) Talk about how the music. How does the music make you feel? Do your feelings change as you go through the music? What changes in the music? What might be happening in the film at that point? Does it give a feel of Roman life and conflict?</p>

Subject Composite: Create and perform sounds of the Romans/Anglo-Saxons in an assembly.

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

Hooks for new learning: (Y5/6) Continue to develop rhythm work and notation, adding melody in different ways.

Invaders and Settlers

Summer 1 Year A

Trencrom Class (Y3/4)

Sequence of Lessons

RE

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Answering key questions: Kingdom of God. When Jesus left, what was the key impact of Pentecost?

Hooks from old learning: Pupils will have some experience of and practice at being able to put forward a point of view and say why things are important, giving reasons. They will have recently completed the unit Why do Christians call the day Jesus died, Good Friday? (L2.5). They will have also completed a unit on understanding the trinity earlier in the year (Unit L2.3). During KS1, children will have covered the unit, 1.4 What is the 'good news' Christians believe Jesus brings?

Lesson	Sequence of Learning
1	<p>Engagement: What happened after Jesus died and rose again? What is Pentecost?</p> <p>WALhT Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Re-cap Why do Christians call the day Jesus died 'Good Friday?' Christians might say it is because it was the day when love saved the human race. Jesus died and was raised to life to bring in a new 'Kingdom' where God rules in people's lives. If Jesus has gone back to heaven, however, what impact will that have on his followers? Mark on the emotions graph how the disciples might have been feeling from Jesus' death to Pentecost. Discuss emotions. Retell the story using Godly play/Pentecost bucket. Children to learn the story and symbols- recall the story. Complete twinkl sheet. See video on youtube.</p>
2	<p>Investigation: What do the symbols mean?</p> <p>WALhT Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Put a selection of artworks, including those using more symbolic imagery, in the centre of big pages of paper on tables: pupils circulate, writing questions, labelling symbols, commenting on the Christian beliefs shown in the art, and saying what they like and dislike. Which parts of the narrative have been emphasised? Why? Which parts of the narrative have been missed out? Why? Study the emotions on the people in the artwork. Why might they feel like that? Which parts of the narrative has the artist had to portray symbolically? Add more ideas and information to the 'emotions graphs' started earlier in this unit. Using an artwork that shows the story as a narrative, give pupils just a part of the picture: can they draw the rest of it from the Bible story- record artwork in books.</p>
3	<p>Investigation: Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now?</p> <p>WALhT Give examples of what Pentecost means to some Christians now.</p> <p>Go back to the story bucket. Ask the children why each item is there. Why is the crown in the tub? Identify which items in the tub might represent the Holy Spirit, and explore why these symbols have been chosen. As a class, decide the two or three main reasons why Pentecost might be important to Christians today. Connect with their learning on God as Trinity. Watch film clip to see what Christians think; read the tweets from a vicar to a young Christian about the Holy Spirit (see Resource Sheet 2), then list the ways in which the Holy Spirit helps Christians:</p>
4	<p>Investigation: How is Pentecost celebrated?</p> <p>WALhT Give examples of what Pentecost means to some Christians now.</p> <p>Pentecost is the Church's birthday! In what ways should Christians celebrate this birthday? — the giving of the Holy Spirit. List some activities Christians might do and say; where would this be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Compare with Church of England celebrations of Pentecost Sunday (watch video clips, or invite Beck in to talk about what they do on Pentecost Sunday). As a whole class, design, then take part in creating, a banner to hang in a church at the festival of Pentecost. Include: the story, the symbols, the big ideas, the images and the work of the church. Show what Christians should do as a result of believing in the Holy Spirit. Show a clip of some lively church worship (for example, from 'My Life, My Religion: Christianity'). Pupils discuss ways this shows the Holy Spirit in the life of the church</p>
5	<p>Evaluation: What is the kingdom of God on earth and what does it look like?</p> <p>WALhT Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the Kingdom of God should be like? Complete resource sheet 3. Draw what the kingdom of God on Earth should look like from the words in the Lord's Prayer.</p>
6	<p>Expression: When Jesus left, what was the key impact of Pentecost? How do you feel about this?</p> <p>WALhT Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p>Get pupils to do four-minute sketches of 'before and after': the teacher feeds information to the class, fast, and they all sketch away to get the picture. The disciples before and after Pentecost/the church before Pentecost and after Pentecost. Look at the pictures that have been created: how did the day of Pentecost affect the Kingdom of God? How did it show that God is the ruler or king? Discuss then refer to key topic question. What if Jesus had ascended and NOT sent his Comforter? Ask pupils to describe what difference it might have made to the disciples (and Christians today) if Jesus had said: 'I'm off — you're on your own. Be good!'</p>

Subject Composite: Children will design a banner to be hung in the local church on Pentecost.

Impact: Children will know about Pentecost and the impact of this for Christians.

Hooks for new learning: Year A U2.6 For Christians, what kind of king is Jesus? Year B U2.4 Christians and how to live: 'What would Jesus do?'