



Vicious Vikings

Summer Year A

Tregonning Class (Y5/6)

Sequence of Lessons

History

Intent: Children will study the period from when the Romans left Britain to when the Normans invaded (Battle of Hastings 1066) – the time when the Viking and Anglo-Saxon struggled for the kingdom of England.

Hooks from old learning (Y3/4): Anglo-Saxons in Britain.

Sequence of Learning

- 1 **Introduce topic question: What was Britain like before the first Viking invasions?**
Cold Task Kahoot quiz: Sticky Knowledge quiz about the Vikings.
Curious Questioning – When did England become England? How is a country formed?
 Recap when the Romans were in Britain – and what happened when they left. Refer to the Dark Ages and explain how by 600 AD there were seven kingdoms established in Britain. What was life like for people in Britain?
- 2 **WALhT: find out about the Viking invasions of Britain.**
How many kingdoms were there in Britain in the eighth century?
 However, in 793 the Vikings invaded Britain and a new period of history began. Children consider how the Anglo-Saxons might have felt – and write a newspaper article about the first Viking invasion at Lindisfarne from the point of view of the Anglo-Saxons.
- 3 **WALhT: find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.**
What were the consequences of the Viking invasions?
 Children use the map showing the seven kingdoms and investigate how England was split into the Danelaw and the remaining kingdoms. They complete a time line and information sheet.
- 4 **WALhT: find out why King Alfred was dubbed 'Alfred the Great'.**
Revisit and Reignite Learning – explore how King Alfred (of Wessex) became king of all the remaining kingdoms not under Viking rule. Research why he was 'Great'. A pupil to role play how King Alfred would have appeared to people in Britain.
- 5 **WALhT: explore what life was like for Vikings living in Britain.**
What have we learnt so far about the Viking and Anglo-Saxon struggle for Britain?
 We consider the similarities and differences for those living under either Viking or Anglo-Saxon rule. We use this information to create a Venn diagram.
- 6 **WALhT: find out how and when Britain became a unified country.**
How were the Anglo-Saxon kings enjoying a 'golden age' by the 900s?
 We learn how by 1066 England had become a unified country under the control of a single Viking king.
Hot Task Kahoot quiz: Sticky Knowledge - What do we **now** know about the Vikings?

Subject Composite: Children role play the end of the Anglo-Saxon and Viking era in Britain. Through acting, we will recognise the importance of the Battle of Hastings.

Impact: Children will understand how this period of history saw, for the first time, the creation of a single, unified Britain.



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Sequence of Lessons

Geography

Intent: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Hooks from old learning: Extreme Earth (LKS2), Out of this World (KS1).

Sequence of learning

Sequence of Learning

- 1 **Introduce topic question: Have you heard of Scandinavia before? Do you know what it is? Do you know where it is?**
Cold Task Kahoot quiz: Sticky Knowledge quiz about the Vikings.
Curious Questioning - What do we want to find out about? Invite children to share their ideas, then explain that Scandinavia is a region in northern Europe which is made up of three countries: Norway, Sweden and Denmark.
- 2 **WALhT: explore the climate and weather of Scandinavia.**
 What would you expect the climate in Scandinavia to be like based on where in the world it is? Why?
 Children learn that as well as having cold winters, they also have very short days during winter and very long days during summer.
- 3 **WALhT: explore the physical features of Scandinavia.**
 What do we mean by the term 'physical geography'? How is it different to human geography?
 Explain that Norway has several distinctive physical features. Go through the information on the slides about the Scandinavian Mountains, fjords, waterfalls and glaciers.
- 4 **WALhT: explore some aspects of the human geography of Scandinavia.**
 What kind of things are human geography?
 Working in groups, children use Fact Files to discover about the human geography of Scandinavia.
- 5 **WALhT: compare and contrast an area in the UK with an area in Scandinavia.**
 What would you say the main differences between Scandinavia and the UK are?
 Provide children with one of the UK Location Cards and one of the Scandinavian Location Cards. Children to use a variety of sources of information to compare and contrast the two locations, recording their findings.
- 6 **WALhT: plan a tourist visit to a Scandinavian destination.**
 What have we learnt about Scandinavia over the last few lessons?
 If you could go to Norway, Sweden or Denmark on holiday, which would you go to and why?
 Children to design a poster advertising a Scandinavian city to visit as a tourist destination.
Hot Task Kahoot quiz: Sticky Knowledge - What do we now know the Vikings?

Subject Composite: a poster advertising a Scandinavian city to visit as a tourist destination.

Impact: Children will appreciate the differences between a UK city and one to be found in Scandinavia.



Vicious Vikings

Summer 1 Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Science - Electricity

Intent: Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. As well as conducting their own investigation, they will get the opportunity to create their own torch!

Hooks from old learning: This unit builds on from the Year 4 Electricity unit.

Sequence of Learning

- | | Sequence of Learning |
|---|--|
| 1 | <p>WALhT: identify scientific evidence in the context of major discoveries made by scientists in the field of electricity.</p> <p>How has electricity changed over time?</p> <p>Children answer questions, recapping the key concepts they learnt in Electricity in Year 4. They can explain how major discoveries affected our understanding and use of electricity.</p> |
| 2 | <p>WALhT: use recognised symbols when representing a simple circuit in a diagram.</p> <p>What is a circuit? What parts do all circuits contain?</p> <p>Children recap symbols they would have learnt in Year 4. They draw a simple circuit, including a bulb. They will learn the symbols for 'battery' and 'cell'.</p> |
| 3 | <p>WALhT: observe and explain the effects of differing voltages in a circuit.</p> <p>What difference do the volts make?</p> <p>In this lesson we will make predictions about what will happen to a bulb, motor or buzzer depending upon the voltage of the cell or battery. We will then test this out until we can explain the effect of increasing or decreasing the voltage on different parts of a circuit.</p> |
| 4 | <p>WALhT: plan an investigation.</p> <p>How do we control variables in an investigation?</p> <p>Children choose and plan an investigation in detail. They will design circuits to determine the relationship between wire length and the brightness of bulbs or the loudness of the buzzers.</p> |
| 5 | <p>WALhT: conduct the planned investigation.</p> <p>How can we trust the results of our investigation?</p> <p>Children will decide how to record their findings as data. They will adjust their plan if necessary. They will consider how they could have a high degree of trust in their conclusions.</p> |
| 6 | <p>WALhT: design and build a torch.</p> <p>Children identify what would be required to make their own torch. They map this out by drawing the circuit required. They draw a design and assemble the finished product.</p> |

Subject Composite: a home made torch – designed and built in class. The finished torches will be compared and successful designs identified.

Impact: Children will use their knowledge of electricity to create a physical device..



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Summer Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Art and Design

Intent: Children will improve their mastery of art and design techniques, including drawing with a range of materials. This will include sculpture with a range of materials.

Hooks from previous learning: continue previous learning about sketching techniques and mixing colours for painting, along with brush technique (Stone Age to Bronze Age LKS2).

Sequence of Learning

- 1 **WALhT: explore Viking art and identify its key characteristics and features.**
 What do you already know about the Vikings?
 Children will recap who the Vikings were and where they came from. We will then use Picture Cards to look at and discuss a wide range of examples of Viking art – noting what images, patterns, colours and styles have been used. We will identify the six main styles of Viking art.
- 2 **WALhT: draw Viking patterns.**
 How do the three Viking works of art displayed differ?
 Children discuss what the three works have in common – and how they differ. We learn that one of the main features of Viking art is knots (also a feature of Celtic art). We go through a step by step process to sketch basic Viking knots.
- 3 **WALhT: create a piece of Viking animal artwork.**
 What kind of animals were popular in Viking art? We look at some examples and discuss how the artists created effects, which patterns and colours they used. Using pencils, the children then draw a snake head; if possible, they can incorporate the knots they learnt how to draw in the previous lesson.
- 4 **WALhT: accurately draw a Viking dragon head.**
 What images go through your mind when you think of the word 'Viking'? Where might you have found a dragon head if you were living in the times of the Vikings? Children sketch and shade a dragon head on blank A4 paper. This can then be cut out and mounted on coloured paper.
- 5 **WALhT: draw a portrait of a Viking warrior.**
 What did we learn in the last lesson about techniques for sketching and shading? How can we draw a picture of a Viking warrior? How can we get it as life like as possible? Children use a grid template to draw a portrait of a Viking warrior. Once completed, children use various shading techniques to create light and shade in the portrait.
- 6 **WALhT: create a piece of Viking jewellery**
 If you could use three words to describe Viking art, what would they be, and why?
 We use what we have learnt about Viking art to create a piece of Viking-inspired jewellery: either a pendant or a woven bracelet. Resources to help include some Picture Sheets and Runes Alphabet sheets.

Subject Composite: A piece of Viking jewellery.

Impact: Children will be able to compare completed pieces and recognise the main features of this type of art. They will be able to imitate some of these in their own work.



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Summer Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Design and Technology

Intent: Children have the necessary skills to be able to design and manufacture a scale model Viking longship.

Hooks from previous learning: making catapults during Invaders and Settlers (LKS2)

| Lesson | Sequence of Learning |
|--------|--|
| 1 | <p>WALhT: make the hull.</p> <p>What shape is the hull of a ship?</p> <p>Draw the outline of the hull on this making sure that the keel is on the fold.</p> <p>Cut out the shape and stick the two ends together to make the basic boat shape.</p> |
| 2 | <p>WALhT: decorate the hull.</p> <p>How would the hull of a Viking longship have been decorated?</p> <p>Decorate the hull with planking and decorate the figure heads. Use your imagination!</p> |
| 3 | <p>WALhT: design and decorate the shields.</p> <p>How could we decorate the shields?</p> <p>Children will decide how they would like to decorate the shields .They draw these, decorate them; then cut them out.</p> |
| 4 | <p>WALhT: design seating and anchor to hold the mast in place.</p> <p>How do we anchor the mast?</p> <p>Cut out the seat and and the central hole which will be used to anchor the mast.</p> <p>Stick it inside the boat in the middle.</p> |
| 5 | <p>WALhT: create the sail and fix to the mast</p> <p>What shape was the sail? How was it marked?</p> <p>Decorate the sail on both sides and cut it out. Make two holes for the mast where marked.</p> <p>Use a straw or light stick for the mast. Put on the sail. Put the mast through the hole in the seat and use modelling clay or similar substance to stick it to the bottom of the boat.</p> |
| 6 | <p>WALhT: test and work out how to keep the ship upright.</p> <p>How can we make a ship without a keel stable?</p> <p>Children look at various boat and ship designs, focussing on the keel arrangements.</p> <p>How would a Viking longship has been made stable?</p> |

Subject Composite: Children to design and make a model Viking longship.

Impact: Children will feel confident to design and build a scale model. They will have considered various boat building designs.

Sequence of learning



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Summer Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Computing – Selection in physical computing

Intent: In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors) .

Sequence of Learning

- | | |
|----------|--|
| 1 | <p>WALhT: become familiar with the Crumble Controller. What is a Crumble Controller? Learners will become familiar with the Crumble controller and the programming environment used to control it. Learners will connect a Sparkle to a Crumble and then program the Crumble to make the Sparkle flash different colour patterns. Learners will also use infinite loops, which were introduced to the learners in the previous school year.</p> |
| 2 | <p>WALhT: combine output components. How can I combine output components? In this lesson, learners will connect a Sparkle and a motor to the Crumble controller. Learners will design sequences of actions for these components.</p> |
| 3 | <p>WALhT: control with conditions. How do we use conditions in a programme? In this lesson, learners will be introduced to conditions, and how they can be used in programs to control their flow. They will identify conditions in statements, stating if they are true or false.</p> |
| 4 | <p>WALhT: use selection in programming. How do we use selection? In this lesson, learners will develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They will be introduced to selection and then represent conditions and actions using the 'if...then...' structure.</p> |
| 5 | <p>WALhT: draw designs. How could we use previous learning in real life? To support their understanding, learners will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge to design their project .</p> |
| 6 | <p>WALhT: write and test algorithms. How do we test our programmes? In this final lesson of the unit, learners will develop Crumble programs to control the model of a fairground ride they built in Lesson 5.</p> |

Subject Composite: , learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. **Impact:** This unit progresses learners' knowledge and understanding of programming by guiding them systematically through the process involved in controlling physical devices.



Vicious Vikings

Summer Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Computing – Variables in games

Intent: This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 1 | <p>WALhT: understand variables. What are variables?</p> <p>Learners are introduced to variables. They see examples of real-world variables (score and time in a football match) before they explore them in a Scratch project. Learners then design and make their own project that includes variables.</p> |
| 2 | <p>WALhT: how to use variables in programming. How do I use variables?</p> <p>Learners understand that variables are used in programs, and that they can only hold a single value at a time. They complete an unplugged task that demonstrates the process of changing variables .</p> |
| 3 | <p>WALhT: improve a game. How can variables improve a game?</p> <p>Learners apply the concept of variables to enhance an existing game in Scratch. They predict the outcome of changing the same change score block in different parts of a program, then they test their predictions in Scratch.</p> |
| 4 | <p>WALhT: design a game. How do I design a game?</p> <p>Learners work at the 'design' level of abstraction, where they create their artwork and algorithms. Learners first design the sprites and backgrounds for their project, then they design their algorithms to create their program flow.</p> |
| 5 | <p>WALhT: move from design to code. How can I code my design?</p> <p>Learners implement the algorithms that they created in Lesson 4. In doing this, they identify variables in an unfamiliar project and learn the importance of naming variables.</p> |
| 6 | <p>WALhT: improve and share. How can I improve my programme?</p> <p>Learners build on the project that they created in Lesson 5. They consider how they could improve their own projects and make small changes to achieve this.</p> |

Subject Composite:

learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch. **Impact:** This unit develops learners' understanding of design in programming.



Vicious Vikings

Summer 1 Year A

Tregonning Class (Y5/6)

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. **What kind of king is Jesus?**

Hooks from old learning: What was the impact of Pentecost? (Unit L2.6).

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 1 | Engagement: What is the Lord's Prayer and what does it mean? WALhT Explain connections between biblical texts and the concept of the Kingdom of God. Remind the children of the Lord's Prayer. Put the 'Lord's Prayer' into simple language that children in Year 1 could understand, and then make an illustrated book of the prayer |
| 2 | Investigation: What does the story tell us? WALhT Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Read The Feast: Luke 14:12-24. Ask pupils to respond with any comments, feelings, ideas, questions. What do they think: who was Jesus talking to, why did he tell this story, and what do they think Jesus meant? Give some prompts for pupils to make decisions about the meaning of the parable: Is the feast Heaven, or is it a banquet on Earth? Is the man giving the feast similar to God, or to Jesus? Why do the rich and successful people make excuses? When Jesus came to Earth, it was not the priests or the holy, religious people who welcomed him, but the common people and the outsiders: how does this connect to the parable? Was Jesus teaching that everyone is welcome if they want to be part of his Kingdom? Is Heaven more like a feast or a party than anything else? How would the different people in his audience feel about the story? Compare their ideas with some commentaries |
| 3 | Investigation: If Christians believe that Jesus is a king, then what would his kingdom be like? WALhT Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Ask pupils to address the question: if Christians believe that Jesus is a king, then what would his kingdom be like? Pupils might list features of the world/society as it is (creative, energetic, fast, diverse, unequal, polluted, violent and so on), and compare and contrast with the kind of world that Jesus was seeking, using evidence from the stories and texts they have studied about Jesus. What kinds of things would Jesus want to change? |
| 4 | Investigation: WALhT Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Compare two songs some Christians use to express the kind of Kingdom Jesus wanted to set up: 'Lord of the Dance' and 'Down to Earth' (see Resources and Resource Sheets 2 and 3). Teach pupils the two songs, and analyse the lyrics. Add to their ideas from the previous activity and consider what the songs say about the type of king Jesus intended to be, and what his kingdom would be like. |
| 5 | Evaluation: How would Christians show their feelings about Jesus' kingdom in worship? WALhT Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Get pupils to express their understanding by choosing a simple tune they like and writing a couple of verses of their own that Christians might sing about the kind of king that Jesus might be, the kind of kingdom he wants. They should use quotes, examples and ideas from the stories of the life of Jesus they have studied. |
| 6 | Expression: What do I think about this? WALhT Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. In the light of their learning about Christian ideas, ask pupils to write their own poem, manifesto or speech: If I were queen of the world, king of the world, then I would... |

Subject Composite: Create a song/lyrics that Christians might sing in church to explain Jesus' kingdom.

Impact: Children will know about Christian beliefs of the kingdom of God and how Christians express their beliefs through worship. Children will make connections between Christian ideas if the kingdom of God, with their own thoughts and ideas.



Vicious Vikings

Summer 2 Year A

Tregonning Class (Y5/6)

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.

What did Jesus do to save human beings?

Hooks from old learning: L2.5 Why do Christians call the day Jesus died, Good Friday?

Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | <p>Engagement: What did Jesus do to save human beings? What happened during Holy Week?</p> <p>WALhT know the key events during the last days of Jesus' life.</p> <p>Provide a selection of artwork and texts depicting the last days of Jesus' life. Chn to match them and put them in correct order in groups. Recap and revise events of Holy week. Chn create extended writing of events of Holy week.</p> |
| 2 | <p>Investigation: Who was responsible for Jesus' death? Why did Jesus die?</p> <p>WALhT explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Recap the events of Holy Week. Discuss ideas – who was responsible for Jesus' death? Chn complete responsibility pies resource. Ask, why did Jesus die? Discuss ideas. Encourage chn to connect ideas to 'the big story'.</p> |
| 3 | <p>Investigation: Why did Jesus die?</p> <p>WALhT suggest meanings for Jesus' death/resurrection and understand how Christians interpret the texts.</p> <p>Recap learning so far. Explain Christians believe Jesus gave his life as a sacrifice. Explore this idea by giving each group 1 of 4 scenarios UC Resource sheet 3). Discuss/ role play in groups and share back to class. How did Joshua save people? Explain Joshua is a modern name for Jesus. Each group to complete corresponding activity from resource sheet 4 ie, artwork, storyboard, freeze frame, imagine if...</p> |
| 4 | <p>Investigation: How do Christians mark Jesus' death and resurrection?</p> <p>WALhT make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's Supper.</p> <p>Explain how Christians remember Jesus' death and resurrection in various ways. Watch videos of this including communion. Easter experience in church to see the impact of Jesus' death/resurrection. Compare and contrast ways of celebrating. What symbols are used in services to remember?</p> |
| 5 | <p>Evaluation: What sacrifices would you make? What sacrifices do some people make? What is a martyr?</p> <p>WALhT Show how Christians put their beliefs into practice.</p> <p>Ask chn to stand up. Think of something they really love. Sit down if they would give it up for 10p. £10? £100? Lose friends for it? Suffer pain? Die for it? Look at MLK quote. Discuss what sacrifices we would be prepared to make and for what. Remind chn of sacrifices Christians make. See roman catholic mass in Liverpool video. Discuss what a martyr is.</p> |
| 6 | <p>Expression: What did Jesus do to save human beings? What could we do to make the world a better place?</p> <p>WALhT Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Ask the unit key question and discuss. What did Jesus do to save human beings? Remind chn of previous learning in the unit. What sacrifices would you make? Chn create a short charter to explain how sacrifice is a good thing and necessary to make the world a better place.</p> |

Subject Composite: Create a charter to explain how sacrifice is good (or not) for making the world a better place.

Impact: Children will know about the events of Holy week. They will be able to talk confidently about the events of Holy Week and the impact of Jesus dying on the cross for Christians. Children will be able to make connections with this and their own ideas on sacrifice.



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Summer 1 Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Music

Intent: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Hooks from old learning: Triple metre in Ancient Greece; singing in three part harmony – “Icarus” round and 4 part harmony “Mince Pie Song”; reading note values in pitched notation “Christmas is Coming”.

Sequence of Learning

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|----------------------|---|--|
| Sequence of learning | 1 | WALhT: Listen and reflect on a piece of orchestral music.. “What Words did the Vikings leave for us?” Listen and reflect on a piece of orchestral music: “Ride of the Valkyries” by Richard Wagner— BBC Ten Pieces. Listen out for: The elaborate use of leitmotifs- musical phrases associated with individual characters, places, ideas or plot elements. Music for battles: hope vs despair / good vs evil / life vs death. Death . . . and his cavalry following. Warrior women searching for souls to guard Valhalla—home of the gods. Grim reapers on horse back: Valkyries. A musical stampede—galloping rhythms and fanfares. A cast of gods, goddesses, dwarves, dragon slayers to possess a ring—a ring that has power over all mankind. Identify the orchestral instruments seen or heard playing. |
| | 2 | WALhT: Viking Longship Round: C F G7 chords for ukulele In pairs, start planning a leitmotif for one of the Norse gods: research the god/goddess; choose key words/facts/phrases about them and write your own phrase / sentences or poem. |
| | 3 | WALhT: Add pitch to the rhythmic phrases of the leitmotifs, choosing a set of 5 notes to use (C major or A minor pentatonic / G major or E minor pentatonic). Practise and perform to the class. Explain your ideas behind your composition. |
| | 4 | WALhT: Learn to sing “Goblins-a-go-go” from the BBC Viking Saga Songs—lively, bluesy and to be sung with gusto. Improvise nonsense words between the verses—jazz style scat singing. Listen to “In the all of the Mountain King” - Edvard Grieg, from his famous Peer Gynt Suite. Note how the music gets faster (‘accelerando’) and louder (‘crescendo’). What may be happening in the hall of the Mountain King during this music? |
| | 5 | WALhT: Ukulele: Revise “What Words did the Vikings leave for us?” Revise singing and playing on ukuleles “Viking Longship Round” Learn to sing and play: Unst Boat Song “Starka Virna” on ukuleles. This is one of the oldest songs in Shetland and is written in ‘Norn’, the old Norse (Scandinavian) language originally spoken in Shetland. This song describes the often wild and stormy sea and the dangers that lie within it. |

Subject Composite: Children are confident to read and play rhythmic pieces that are 4 bars long; sing and play major scales with improved pitch; sing and accompany songs, on the ukulele, in 2-3 part harmony with improved timing.

Impact: A secure understanding of the values of minims, crotchets, quavers, their equivalent rests, triplets in 3/4 and 4/4 time signatures .



Vicious Vikings

Summer 2 Year A

Tregonning Class (Y5/6)

Sequence of Lessons

Music

Intent: To read and play rhythmic musical notation; to begin to understand key signatures and lay the foundations for intervals; to use technology to create chord progressions, rhythmic layers and melodies for a collaborative song writing project.

Hooks from old learning: Notation of crotchets, minims, quavers, equivalent rests, triplets and simple time; Creating lyrics for Icarus song with rhyming pattern.

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 1 | WALhT: Reading and playing music notation: dotted crotchets. Singing scales: G major – sing as numbers, note names and in solfa – work out key signature. Listening: Hans Zimmer, EARTH as inspiration for a songwriting project using technology. Song writing: Decide on structure of for the class/group composition on eco / recycling theme. Using Technology: Explore Garage Band Instruments and rhythm backgrounds. |
| 2 | Reading and playing music notation: dotted crotchets. Singing scales: G major – sing and play in retrograde motion in two groups simultaneously, with glocks. Song writing: Decide on style of song; groups choose a chord progression, using given chords, for their allocated section of the song/ individual song. |
| 3 | WALhT: Reading and playing music notation: compound meter. Singing scales: A minor – sing as letter names / numbers; learn that la is the home note of a minor scale. Song writing: How to lay melodies over the top of the chord progressions for each song / section of the song. |
| 4 | WALhT: Reading and playing music notation: compound meter. Singing scales: A minor – work out key signature, sing with solfege hand signs. Song writing: Writing lyrics for the melodies. |
| 5 | Reading and playing music notation: quavers syncopation. Singing scales: Sing A minor, with glockenspiels. Song writing: Adding rhythmic percussion and bass layers to the song. |
| 6 | WALhT: Reading and playing music notation: quavers syncopation. Singing scales: Sing A minor in retrograde motion with two groups simultaneously with solfege / glocks. Song writing: Sharing the class/group composition – peer feedback – Editing song. |

Subject Composite: Children are confident to read and play rhythmic pieces that are 4 bars long; sing and play major and minor scales with improved pitch; produce a song with technology with melody, chords and rhythms.

Impact: A secure understanding of the values of dotted crotchets, quavers syncopation, compound meter.