

# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

## History

**Intent:** Children will learn about a significant turning point in history from scientific discoveries made by Marie Curie and George Washington Carver

**Hooks from old learning (YR;Y1/2):** Superheroes - important figures in own lives (YR), children have looked at key historical figures through many previous units. I.e. Neil Armstrong and Buzz Aldrin in Out of this World topic (Y1/2).

Lesson	Sequence of Learning
1	<p><b>WALhT: find out about Marie Curie and the impact of her work today. Who was Marie Curie?</b></p> <p>Introduce Marie Curie using the information on the Lesson Presentation. Children use the differentiated Marie Curie Fact Sheet to find out about her life and career. They will use this information to complete the differentiated Marie Curie Flip Book Biography.</p>
2	<p><b>WALhT: identify changes related to scientific ideas by describing Marie Curie's research into x-rays. To explain how Marie Curie's work on x-rays helps us identify bones.</b> (links to science lessons - teach alongside or just after bones session if possible).</p> <p><b>Can you explain what an x ray is and why it is useful?</b></p> <p>Use the Lesson Presentation to explain what x-rays are and what they are used for. Explain how Marie Curie's development of x-ray equipment changed medicine for the better. Children create a model of an x-ray image using black paper or card, art straws and white paper or card as explained on the Lesson Presentation. They will write an explanation of the bones in their x-ray model using the differentiated X-Ray Explanation Activity Sheet.</p> <p>Children to create their own 'True or False' puzzles about Marie Curie. Each child should write five statements about Marie Curie - some of them true and some false.</p>
3	<p><b>Revisit Learning</b> - revise learning up to date so far (sticky knowledge memory work) drop-in exciting future learning to spark curiosity and generate questioning. Children tell their partners five facts about Marie Curie, x-rays and the skeleton that they have learnt so far.</p>
4	<p><b>WALht: explore the work of George Washington Carver and the impact of his work on modern farming. Who is George Washington Carver and what did he do?</b></p> <p>Ask children to list all the possible uses for peanuts that they can think of. Show children a selection of Carver's peanut-based inventions and the description of his life. Allow time for discussion on each slide about what enslavement was and about the racism Carver experienced in his life. Children research Carver and create a flip book biography.</p>
5	<p><b>WALht: identify changes related to scientific ideas by describing the achievements of George Washington Carver. To explain how George Washington Carver helped farmers to grow crops. What obstacles did George have to overcome that lots of other scientists of the time didn't have to?</b></p> <p>Recap what we know already about George Washington Carver. <b>What problems did GWC overcome?</b> Explain that cotton was one of the main crops grown in the USA at this time, but that this caused problems. The nutrients had been taken from the soil after years of growing cotton over and over, and the farms suffered with boll weevil insects which could ruin whole crops. What Do Plants Need? Children discuss with a partner what plants need to grow healthily, then list their ideas around the image of a cotton plan. Compare George's life to that of Beverly Thomas Galloway (another American male plant scientist born in the 1860s). Discuss and come up with two facts about George Washington Carver and two facts about either crop rotation or the peanut plant. Share these with the class to see how many facts you can remember together.</p>
6	<p><b>END OF TOPIC</b></p> <p>Revisit key questions: Who was MC/GWC? How did they change history? What have we learnt? Final Findings</p> <p>Sticky Knowledge - Show all learning in this subject through memory learning books.</p> <p>Compile all topic learning to prepare and present subject composite - Fact files on significant people.</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



# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

### Geography

**Intent:** Children will begin to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.

**Hooks from old learning:** (YR, Y1, Y2) On the move—compare places (YR), Into the woods, Castles and coasts—science Rainforest—habitats, Out of this world—Science humans and keeping healthy, Dinosaurs and discovery—lifecycles

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALhT use simple sketch maps that show how land is used.</b>  <b>What can you see?</b>            Show chn a sketch map of an unfamiliar area. What can you see? Give directions to a partner using the map. Compare sketch maps to google maps. What is different/same? Look at our school on google maps and the surrounding area. What are the important landmarks? How could we record these features on a sketchmap? Chn draw own sketchmap of their journey to school. Use a checklist to improve. How could we add north?</p>
2	<p><b>WALhT use a key on a map to show how land is used.</b>  <b>What does a key do?</b>            Look at simple maps with keys. Discuss. What does the key do? How does it help us? Look at real map symbols and discuss their meaning. Add a key and symbols to a basic sketch map of the school.</p>
3	<p><b>WALhT create a simple map to show how land is used. Fieldwork - (Local walk to explore area).</b>  <b>What makes a good map?</b>            Children will create a simple map of the local area. Look at maps of the area including google maps. Discuss key features. Explore the area and make notes of the key features. In class discuss what we saw. How will we record it on a map? Create a finished map including a key of what they have seen in the local area.</p>
4	<p><b>WALhT describe land use in urban and rural areas in the UK.</b>  <b>How would you describe land us in the UK? Where are the UK's major urban areas?</b>            Discuss how the UK is an island. List how the land is used. Compare and contrast urban and rural landscapes. Explain how land is used in the UK. Use maps to find the main urban areas in the UK and label them on a map.</p>
5	<p><b>WALhT explain how land is used for different types of farming.</b>  <b>How is rural space used for farming?</b>            Recap previous lesson on how much land in the UK is rural. List ways rural space is used. Look at data showing rural land use. Look at topographic maps to see how land is used. Compare these with maps from 1950. What has changed? Why? (Link to history work).</p>
6	<p><b>WALhT explain how land is used to produce food in the United Kingdom. (Preparation for visit or trip).</b>  <b>How is land used to produce food in the UK?</b>            Discuss the climate in this country. What foods can be produced in this climate? Discuss and list. Look at videos, PowerPoints to explore and research. Children plan questions to ask a farmer on either the farm visit or invite a farmer to speak to the children or for children to role play being a farmer in the UK. <b>Visit from a farmer or trip to local farm.</b></p>
7	<p><b>WALhT explain how land is used to produce food in different parts of the world.</b>  <b>WALhT notice and understand the effects of different climates around the world.</b>  <b>Where does my food come from? How is food produced around the world. What food is produced around the world? Why is different food produced in different parts of the world?</b>            Look at a selection of food labels to see where food is produced, including, rice, bread, bananas, tomatoes. Can we identify these places on a world map? Look at the different climates in each part of the world. Explain why there are different climates and these climates are better suited to growing different crops. Research how different crops are grown around the world and feedback to class. Mark this info on a world map. Work out the air miles travelled for our lunch/breakfast.</p>

**Subject Composite:** Create a map of the local area. Link to local farm visit to create a piece of work to show land use in our local area.

**Impact:** Children will be able to read and draw simple maps and know how to use symbols for a key. They will compare land use and be able to say why an area is more suited to farming than another.

**Hooks for new learning (Y5/6):** Groovy Greeks—map/atlas work, Victorians—local fieldwork/studies of land use, growth of cities and English counties.



# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

## Science

**Intent:** Children will learn about how animals survive and stay healthy and children will learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients. They understand what food labels on packaging show and gather information from food labels to help them to answer questions. Children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further. They discuss how to plan a fair test and measure and record accurately. Children learn about how muscles help us to move and make a simple scientific model which they use to explain to a partner how skeletal muscles work. Children will focus on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs. Finally, children will apply their 'working scientifically' skills to design and carry out an investigation of their own, based on the human skeleton

**Hooks from old learning:** (YR, Y1, Y2): Superheroes—our bodies, Let's Crawl—habitats, growth (YR), Into the woods—classifying animals, lifecycles, habitats, Down in the Jungle—how animals adapt to different environments. Dinosaurs and discovery—evolve and adapt, living things, life cycles, food chains (Y1/2).

Lesson	Sequence of Learning
1	<p><b>Introduce new science focus: Animals including humans – nutrition, healthy eating, skeleton, Cold Task followed by Kahoot quiz:</b> Introduce topic question: How does the human body work? Complete cold Task followed by Kahoot quiz: Sticky Knowledge for this term's topic.</p> <p><b>Curious Questioning - What do we want to find out about?</b> Create class mind-map of children's questions to answer throughout the unit. Complete KWL grid to inform prior knowledge and future learning.</p> <p><b>WALhT sort foods into food groups and find out about the nutrients that different foods provide.</b> Introduce the knowledge organiser for this unit. Look at the eatwell guide and name and discuss the different food groups. Learn about nutrients found in different foods. Look at different meals and name the food groups and nutrients that each meal provides.</p>
2	<p><b>WALhT explore the nutritional values of different foods by gathering information from food labels.</b> Recap healthy eating. Then recap learning on herbivore, carnivore and omnivores. Discuss how different animals need different nutrients to keep healthy. Look at a selection of foods and predict the saturated/unsaturated fats in each. Look at the food labels and discuss our findings. Use food labels to prove scientific statements are true/false. After this session, it would be a good time to complete the blocked unit of DT, making healthy smoothies and to work on subject composite – healthy eating display.</p>
3	<p><b>WALhT sort animal skeletons into groups, discussing patterns and similarities and differences.</b> Remind children of previous knowledge of skeletons. Introduce vertebrates and invertebrates. Sort animal x rays into vertebrate and invertebrate. Sort animals into different skeleton groups (endo, exo and hydrostatic). Think about how the animals move and explain advantages and disadvantages of these skeletons.</p>
4	<p><b>WALhT investigate an idea about how the human skeleton supports movement. (Teach history session Marie Curie alongside this session).</b> Children have a go at labelling a human skeleton. Go over together and discuss. Introduce some questions that we could investigate. Discuss how we could do this and make it a fair test. Children carry out investigation, measure and record results. Discuss results and make conclusions.</p>
5	<p><b>WALhT explain how bones and muscles work together to create movement.</b> Children watch short video clip explaining how biceps and triceps work. Make a moving arm model to demonstrate this. Use the model to explain how muscles work. Complete board busters quiz to consolidate and check on learning so far.</p>
6	<p><b>WALhT design and carry out my own investigation.</b> Remind children of how to carry out an investigation. What do we need to do/ think about? Do we have our own questions we would like to investigate? Come up with some together. Children choose one to plan, carry out, measure and record independently. Make conclusions and share evaluations with the class. Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) drop-in exciting future learning to spark curiosity and generate questioning. 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.</p>

# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

## Science

Lesson	Sequence of Learning
1	<p><b>Introduce new science focus: Animals including humans – digestion, teeth, food chains. WALhT identify and name parts of the human digestive system.</b></p> <p>What is the digestive system?            Draw the journey of food through the body. Look at models/illustrations of the digestive system. Label pictures of the digestive system.</p>
2	<p><b>WALhT explain the functions of the digestive system. What are the functions of the digestive system? How do the parts work?</b></p> <p>Recap labelling the digestive system parts. Ask the chn the key questions. Discuss the answers together. Chn match the function to the parts.</p>
3	<p><b>WALhT identify the types and functions of teeth. Why do we have different types of teeth? What are their purpose?</b></p> <p>Chn draw/arrange teeth as they are in a typical mouth. Work through key questions and discuss. Use power point/video clips to explain teeth and functions. Create a diagram of a mouth with functions included. Do other animals have the same type of teeth as humans? Why? Why not? Children feedback to the whole class. Children compare similarities and differences between herbivores, carnivores and omnivores.  <b>Visitor (school nurse) to speak to the chn about looking after their teeth.</b></p>
4	<p><b>WALhT ask scientific questions and choose a scientific enquiry to answer them. What happens to teeth when they are in different liquids?</b></p> <p>Children discuss tooth decay with their partner and what they think causes tooth decay. Encourage children to generate questions to test tooth decay. Talk about carrying out an investigation and making a fair test. Instead of teeth they will be using boiled eggs with shells on as this is similar to enamel on a tooth, to create a tooth decay investigation. Children to choose an enquiry, make a prediction, list equipment and write simple instructions to carry out their enquiry or test.</p>
5	<p><b>WALhT make careful observations, appropriately record my results and use them to develop further investigations.</b></p> <p>Recap on the previous session. <b>What are we going to do? Why? What will we find out?</b> Set up the investigation. <b>Why do we need to make careful observations and record them accurately? What would happen to our results if we did not do this?</b> Model how to record an observation and the use of terms like erode/erosion. Answer any questions children may have about making observations. Over the course of the next week, children to record their observations of the eggs. Report findings and make conclusions. <b>What have you learnt from your enquiry/test? What would you do differently next time?</b></p>
6	<p><b>WALhT construct and interpret food chains.</b></p> <p><i>Remind the chn of the VIPERS work previously done on food chains.</i></p> <p><b>What is a food chain?</b> Whole class brainstorm recalling prior knowledge from Key Stage 1. Show children online video clip and add to/refine existing ideas. Show a simple food chain which children interpret with their talk partner and feedback. <b>How is a food chain constructed? What do the arrows represent? How should we label the different parts of the food chain?</b> Create own food chain/ food web.</p>
7	<p>END OF TOPIC (SCIENCE)</p> <p>Revisit topic question: How does the human body work? What have we learnt?            Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered.            Hot Task Kahoot quiz and hot task sheets in books. Compile all topic learning to prepare and present subject composite – Healthy eating display in hall.</p>

**Subject Composite:** Create a healthy eating display in the hall to inspire other children to look after their bodies.  
**Impact:** Children will name key body parts and how they function. They will know how to stay healthy and create a healthy lifestyle.  
**Hooks for future learning:** (Y5/6) There is no Planet B—living things and their habitats, lifecycles, reproduction in some plants and animal, animals including humans, health diet exercise, WW2 – living things and their habitats, Space – evolution and inheritance (fossils) genetics, adaption

# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

## Art and Design

**Intent:** Children will learn about artists such as Anthony Gormley, Giacometti and Keith Haring. They will draw human form 'in action' and develop their ideas to create a sculpture of this using mod roc, wire and foil.

**Hooks from old learning:** (YR, Y1, Y2) Into the woods—Collage Mark Herald, Castles and Coasts—Sculpture Barbara Hepworth

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALhT explore the work of Keith Haring. Who is Keith Haring and what did he do? I can try quick figure sketching, thinking about how we position our bodies, and how I can show emotions.</b></p> <p>Children look at change 4 life website. Discuss the artwork and introduce Keith Haring and his work. Watch the video of his life and work and have a go at creating Keith Haring style people starting with a stickman, padding out, outlining for effect and adding colour. Create an information page in sketchbooks on Keith Haring with notes and pictures as we learn about him.</p>
2	<p><b>WALhT explore the work of Julian Opie. Who is Julian Opie and what did he do? I can explore shape and colour.</b></p> <p>Share power point about Julian Opie. Go into the playground. Ask the children to make different kinds of body shapes. Find some interesting ones and ask those children to lie down on the playground in that shape. Draw round the body shape in chalk to get the outline. Discuss the shapes as a class. What do the shapes remind us of? Can anyone make a body shape that is happy? Who can make a body shape like a table, or a car? Ask the children to make a body shape that reminds them of a Julian Opie image. Create an information page in sketchbooks on Julian Opie with notes and pictures as we learn about him. Draw self in the style of JO. Watch film clip about JO.</p>
3	<p><b>WALhT explore the life and work of Antony Gormley. Who is he and what did he do? I can explore clay to make a 3D model.</b></p> <p>Look at PowerPoints showing angel of the north and other work from AG. Create an information page in sketchbooks on AG with notes and pictures as we learn about him. Children use clay to create own terracotta army in the style of AG. (see lesson 4 bodies for pics to share).</p>
4	<p><b>WALhT explore the life and work of Giacometti. Who is he and what did he do? I can use different materials to make a 3D model that will stand up. How?</b></p> <p>Warm up by drawing a stick figure in 10 seconds. Now draw one running in 10 seconds, now draw someone feeling sad etc. Introduce Giacometti using PowerPoints. Create an information page in sketchbooks on Gia with notes and pictures as we learn about him. Use foil, pipe cleaners and other materials to turn a stick man picture into a 3D sculpture in the style of Gia. (lesson 5 bodies)</p>
5	<p><b>WALhT create a 3 D sculpture. What is the best method and material to create a sculpture? I can use a range of techniques to strengthen and improve my sculpture.</b></p> <p>Remind the children about the work of Gia and previous sculpture. Introduce mod roc as a material to make the sculpture more sturdy. Children use mod roc to strengthen and complete sculpture. They can paint in bronze when complete to finish Gia style sculpture. This activity will take more than one session and extra small group work over a few weeks.</p>
6	<p><b>WALhT create a 3 D sculpture. How did I get on? What would I change? I can use a range of techniques to strengthen and improve my sculpture. I can display and evaluate my work.</b></p> <p>Continue to work on sculpture. When finished, display and evaluate.</p>

**Subject Composite:** Create a sculpture of human form.

**Impact:** Children will know about sculptors and their work. They will be able to create a sculpture using appropriate tools and resources available.

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



# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

## Design and Technology

**Intent:** Children to devise and carry out a survey to find out what kind of preferences your consumer has. Next they research different types of smoothie and the ingredients that go into them. Choosing the correct equipment for cutting, slicing, squashing and blending, children create their smoothies. Once created, children can evaluate their final products from their own point of view and that of their consumers. After analysing feedback children can adapt their drinks to the identified needs.

**Hooks from old learning:** (YR, Y1, Y2) Castles and coasts —Make and evaluate a mini banquet

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALhT find out about the ingredients used in cold drinks, their nutritional values, and how they are presented commercially, including cost – Investigating cold drinks – What drinks are available?</b></p> <p>What sort of cold drinks do you and your family drink? Do you buy cold drinks? Which ones? Why? Do you make cold drinks? Which ones? Why? When a drink is poured into a cup, can you tell if it is homemade or not? Why? What is fruit juice? What are healthy ingredients? Show the class samples of cold drinks, labels and advertisements. Talk about the types of garnish used on drinks e.g. orange slices, mint leaves, paper umbrellas. “What are they for?” Explain to the class that they will work in groups to examine and discuss the samples you have brought (they could also bring pictures and labels from home). Tell them that each group should make a list of what they think are the important features of cold drinks. Put the lists on display with drinks labels and pictures.</p>
2	<p><b>WALhT evaluate a food product and record the evaluation in a meaningful way – Evaluating cold drinks – What is the best drink?</b></p> <p>Children should look at, then taste, each of the sample drinks available. They should record their evaluations of the drinks so that the class will have a record of what they each think about the taste, texture, appearance and nutritional value of each drink. Add to class display.</p>
3	<p>Using tools and combining ingredients. How do I make it?</p> <p><b>WALhT use a range of food preparation tools safely and effectively</b>  <b>WALhT combine ingredients to change the appearance/taste/texture of a drink;</b></p> <p>Explain to the class that today they will learn how to prepare ingredients to combine into a cold drink. Tell them that they should try the following combinations: yoghurt or fizzy water with fruit juices; milk with drinking chocolate; puréed and whisked fruit in a fruit juice (a smoothie).          Explain that they should try the following: making the drink sweeter by adding sugar, honey or fruit; making the drink colder by adding crushed ice or frozen fruit slices; making the drink thicker by adding grated, mashed or sieved fruit, ice cream.          Show the class how to use each tool safely and which tool is most appropriate for each task.          Working in groups, the children should use simple tools such as a knife, fork, spoon, peeler, sieve, grater and whisk to prepare the ingredients in different ways. They will need to taste the results of their work, so food hygiene rules should be observed all through the session. Children should taste the sample drinks made by their group and record the most successful combinations. They should use the costs of the ingredients to work out the cost of their drink. Add the information about successful combinations and cost to the class display.</p>
4	<p><b>WALhT find out and record a consumer’s needs and preferences – Identifying consumer preferences – What is the most popular drink?</b>  <b>WALhT write a specification.</b></p> <p>Remind the class of the work they have done in the previous sessions. Give each child a partner (their consumer) to interview about any special requirements, preferences or ideas they have for their ideal cold drink – remembering that it must be a healthy drink! They should also consider cost, and make sure the drink is not too expensive to make. Devise a class questionnaire. Gather and collate results., then use this for children to work individually to write a specification.</p>
5	<p><b>WALhT make a final product. Can I make a good drink?</b></p> <p>Children make the cold drink for their consumers. Remind them to check the specification they have written as that describes the drink they have decided to make. The children should work in their pairs so that the drinks can be tasted by the consumers during, and immediately after, the making. Changes may need to be made to the design in response to the consumer’s reactions, and these should be recorded on the specification sheet. The final drink should be evaluated by the consumer. There is a ready-to-copy ‘Cold drink consumer tasting chart’ available. The final drink should also be costed.</p>
6	<p><b>WALhT Evaluate our finished product. Am I pleased with my product? What would I do differently?</b></p> <p>Compare the drink they actually made with the one that they had planned to make. Children will need to sit with their partners. Every child should record their evaluation. There is a ready-to-copy ‘Cold drink evaluation’ sheet available. Each evaluation should be checked by the consumer to see if they agree. If not, they should discuss their differences. Refer to the class displays that have been produced during the unit to remind the children of all the work they have done. Explain to the class that it is important to think about how to get better at design &amp; Technology and create a short report.</p>

**Subject Composite:** Children will design, make and evaluate their own healthy smoothies.

**Impact:** Children will know what foods are healthy and which are not, They will have the skills to plan and create their own healthy smoothie and evaluate their work. **Hooks for new learning:** (Y5/6) Groovy Greeks—plan, make and evaluate a Greek kebab.



**Super Humans**  
**Spring Year A**  
**Trencrom Class (Y3/4)**  
**Sequence of Lessons**

## Computing

**Intent:** Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

**Hooks from old learning: (YR, Y1, Y2)** R—superheroes, - select and use apps for a purpose, Lets Crawl—using iPad to take pictures, On the move—beebots, programming and algorithms—  
 1/2 What are computers used for? Create, organise and store info using technology and computer safety.

Sequence of learning

Lesson	Sequence of Learning
1	Can a picture move? Learners will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.
2	Frame by frame? In the previous lesson, learners created their own flip book-style animations. In this lesson, they will develop this knowledge and apply it to make a stop-frame animation using a tablet
3	What's the story? Learners will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week.
4	Picture perfect? This lesson, they will use tablets to carefully create stop-frame animations, paying attention to consistency.
5	Evaluate and make it great! This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.
6	Lights, camera, action! This lesson, they will add other media and effects into their animations, such as music and text.

**Subject Composite:** A completed animation, designed and created on iPads using the iMotion app.

**Impact:** Learners will learn the fundamentals of creating characters and a storyboard, as well as the technical skills to make the animation.

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



# Super Humans

## Spring Year A

### Trencrom Class (Y3/4)

#### Sequence of Lessons

### Music

**Intent:** Children will use the BBC ten pieces—Connect It to listen and appraise. They will use body percussion to create and perform their own piece of music.

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

### Sequence of Learning

- 1** **WALhT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**  
**WALhT listen with attention to detail and recall sounds with increasing aural memory**  
 Rhythm Cup Explorations: —Crotchets, Minims, crotchet rests—Rhythmical vocal chant:  
 The Human Drum Kit, a chanted round from Banana Splits, p. 45  
 Perform the whole chant together. Then perform the chorus as a round in two, parts. The round entry marks are marked \* in the music.  
 Listening: Connect It by Anna Meredith—BBC Ten Pieces  
 Stand up to play the Game “Behind the action” - a game in the form of a round which helps the ability to perform 1 action while observing another action to be copied later. Everyone counts 8 beats out loud as I perform a simple action—eg clapping on the beat. Everyone observes my action, then performs it during the next 8 counts. As they perform the 1st action, I perform a new, 2nd, action.
- 2** **WALhT listen with attention to detail and recall sounds with increasing aural memory**  
 Rhythm Cup Explorations: Crotchets, Minims, crotchet rests  
 The Human Drum Kit, a chanted round from Banana Splits, p. 45  
 Perform the whole chant together. Then perform the chorus as a round in two, parts. (The round entry marks are marked \* in the music.) . . . But then try the chorus as a round with **sound effects only**; say the words silently in your head! (internalizing inner voice)  
 Mexican clap  
 Organise pupils into a circle (either sitting or standing) and get pupils to take it in turns to clap once, one after another going around the circle – like a ‘Mexican wave’ but with a clap. After a couple of practices, you could imagine that you are all listening to the same piece of music to which you have to clap the pulse (the beat), taking it in turns to clap one beat each.
- 3** **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**  
 Rhythm cup and body drum warm ups.  
 Stand up to play the Game “Behind the action” - a game in the form of a round which helps the ability to perform 1 action while observing another action to be copied later. . . but this time, **reduce the number of counts to 4**, make the actions more difficult and count silently!  
 Compose a 16 beat body percussion piece - using grid notation  
 Ask pupils to experiment with sounds that can be made with the body, for example stamp, clap, pat chest, vocal sounds etc.  
 Encourage pupils to think about applying movements to their sounds too, as Anna Meredith did in ‘Connect It’. Record in a grid.
- 4** **WALhT play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**  
**WALhT use and understand staff and other musical notations**  
 Rhythm cup and body drum warm ups.  
 Stand up to play the Game “Behind the action” - a game in the form of a round which helps the ability to perform 1 action while observing another action to be copied later. . . but this time, reduce the number of counts to 4, make the actions more difficult, count silently and divide the children into 2 (or more) groups, so that group 1 copies the teacher, group 2 copies group 1, and so on.  
 Reading and Performing Grid Notation Composition of a 16 beat body percussion piece - Perform the composition as a round in two, three or four parts.
- 5** **WALhT improvise and compose music for a range of purposes using the inter-related dimensions of music**  
**WALhT use and understand staff and other musical notations**  
 Rhythm cup warm up. Revise body percussion. Choreograph your own Movement and rhythm in canon in small groups of 4  
 Compose, and notate, a new 16 beat section—a variation of the original piece in Grid Notation  
 Create a section B by **slightly changing** what they have already composed, pupils can create a second section that can be played directly after their first 16 bars.  
**Note** this and add it to the original.
- 6** **WALhT play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**  
 Warm ups and revise composition so far.  
 Exploring sounds and syllables to vocalise rhythms - Split into small working groups. Ask each group to make a piece using these name syllables and gestures. Explain that each group can do anything with the sounds and gestures: **repeat them, layer them up, add rhythms, pulse, gaps**, but that their pieces **must be easy to remember and repeat**. This task is best done with energy. Encourage each group to work standing up in small circles saying their sounds LOUDLY! Share and Join. Hear each group and give positive feedback.

**Subject Composite:** Create and perform own body percussion piece.

**Impact:** Children will be able to hold a rhythm using their own bodies and to notate their ideas.

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



# Super Humans

## Spring 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. What is it like being a Hindu in Britain today?

**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. In addition, pupils will have explored what it means to belong to another faith group. They will have explored questions of identity and feelings through PHSE. F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today?

Lesson	Sequence of Learning
1	<p>Engagement: How do Hindus show their faith? Faith in what?  <b>WALhT Explore what it is like to be a Hindu.</b>                      RECAP Remind the children of previous knowledge/learning of Hinduism. What do we already know? Share ideas as a class. Watch BBC video of Hindu children talking about what is important to them as Hindu people and why.                      How do Hindus show their faith?                      Imagine Simran and Vraj, from the video, have been asked to explain about Hinduism at their school. Ask groups to choose whether they want to be Simran or Vraj. The children will create 4 cards for either, with an image on one side they could hold up to the class, and some words on the back they can read out, as if they are doing a short presentation to their class. Groups then decide what each of their 4 images teaches about Simran or Vraj's Hindu beliefs. Create a sentence explaining them and write on the back of cards.</p>
2	<p>Investigation: A Hindu life; what is important?  <b>WALhT Find out more about the metaphor of the journey of life for Hindus and for themselves. Explore the idea of Dharma.</b>                      Sketch a road made up of paving stones on the board. Talk about the idea of life being a series of steps. What would the children put as the first step? Ask for suggestions for next important steps; first word, siblings being born, walking, talking, etc. Write suggestions on stones. In another colour ask for suggestions about steps pupils will take in the future; big school, achievements they hope for, places they would like to visit, etc. Ask pupils if there is anything they have to do in order to achieve these future steps- practice, try hard, listen carefully etc. Explain to pupils that some people talk of life as a journey. Explain that the metaphor of life as a journey can be used about Hindu aims and duties.                      Aims: Return to your life path- what are the aims here? All the events that pupils hope for are aims. Can pupils identify any other aims? Such as to get married, be happy, drive a car, have a particular job? Duties: discuss duties pupils have at home and in school; chores and tidying up, looking after others, following rules, being polite, etc. Put duties that will always be important on the life path in another colour. Recap puja and beliefs about God and see if anyone can describe duties and aims that might accompany these. Dharma: Introduce the word 'dharma', which means 'duty' in Hinduism. Display list of duties. Children design a simple picture to represent each duty.</p>
3	<p>Investigation: A Hindu life; what is important?  <b>WALhT understand and describe the idea of karma and moksha.</b>                      Remind the class of the life path you have created, with milestones, hopes and duties. Draw a timeline, and write three or four major milestones on it, such as 'being born', 'getting married' and 'getting a job'. What is at the end of the line? Write 'end of life' (slightly less shocking than 'death') on the board at the end of the line (if this will upset anyone, just refer to it verbally). Rub the line out and draw a big circle. Write 'being born', 'getting married', 'getting a job' and 'end of life' at points around the circle. The beginning and the end should match up. Ask the children what they are seeing- this is the Hindu view of life- once you die, you are born again in another body, and live another life. This is called reincarnation. <b>What are bad and good actions?</b> Remind pupils of the Hindu duties they learned about. This is what Hindus must do to be good, and avoid being bad. Watch <a href="http://www.bbc.co.uk/programmes/p02n5v2q">www.bbc.co.uk/programmes/p02n5v2q</a> Simran uses the word 'karma'. Explain briefly that this is like a reward chart- ever time a Hindu does a good action, they earn good karma, and every time they do something bad they earn bad karma. Eventually, their karma dictates what life they will be born into next. After the clip discuss keywords again; moksha, karma, dharma and rebirth. Children to draw a cycle of life like Vraj's in the clip. They can put any milestones they like, and any actions they like. Choose actions from the list of Hindu duties, pupils can show these duties being fulfilled (not getting angry) or being broken (getting angry). In groups, discuss who has drawn the 'best' life, with the most good karma. Hand out small people, Playmobile or Lego Minifigures, and walk them through each life, reading out their actions and karma, and at the end of life, walk them onto the next life. Do this until they have reached the top. Has the person earned enough good karma to achieve moksha, reunion with God? Ask groups to draw a picture of what they think this would be like (Hindus explain it as like a drop of water meeting the ocean, but children can be as creative as they like).</p>
4	<p>Investigation: Why is Mahatma Gandhi a Hindu Hero?  <b>WALhT describe the key practices of Hindu worship at home.</b>                      Watch this clip about Mumbai: <a href="http://www.bbc.co.uk/programmes/p0114x86">www.bbc.co.uk/programmes/p0114x86</a> and discuss. Ask if they can tell you why some people call the city Mumbai (named after local Indian goddess) and some call it Bombay ('good bay' in Portuguese)? Watch this second clip: <a href="http://www.bbc.co.uk/programmes/p0115j0s">www.bbc.co.uk/programmes/p0115j0s</a> Ask the children what the British did in the 17th Century? Discuss how the British 'gained control of Mumbai' and 'leased it' to a company. Let the class discuss how this feels to them. We would not like it if India invaded Birmingham and took all its goods to sell. British rule ended in 1947. Establish that life in India is very colourful and busy, and contains many contrasts. Also establish that Britain controlled India for around 200 years. Remind pupils that a Hindu duty is to work for justice. Define 'justice' as fairness or equality. Watch this clip: <a href="http://www.bbc.co.uk/programmes/p0114rp3">www.bbc.co.uk/programmes/p0114rp3</a> Why do some people in Mumbai have to live in 'shanty towns' (poverty, lack of housing). Discuss and compare. Explain we are going to learn about a man who devoted his whole life to fighting injustice. Briefly tell the class about Gandhi, his life, from prosperous beginnings and a career in law, to political campaigner tackling injustice wherever he found it, to simple man of peace and spirituality. Children create a factfile on Gandhi.</p>
5	<p>Evaluation: What is it like to be a Hindu in Britain today?  <b>WALhT ask and answer key questions linked to the unit of work.</b>                      Show pupils lots of examples of vibrant and exciting British Hindu life and culture. Give each group two examples each and ask them to report back to the class about 'British Hindu life'. Explore Hindu festivals in Britain: <a href="http://www.bbc.co.uk/education/clips/zw92tzc">www.bbc.co.uk/education/clips/zw92tzc</a> (Simran and Vraj explain Holi) <a href="http://www.bbc.co.uk/education/clips/z8476fr">www.bbc.co.uk/education/clips/z8476fr</a> (Simran and Vraj explain Diwali) □ Find images of posters advertising Diwali in Leicester, the world's biggest Diwali celebrations outside India. Search 'Hindu culture Southall' 'Leicester' and 'Birmingham' on Google images to find examples of Hindu life in Britain. Ask the key question again. What do we know? Do we have any more questions? Refer to previous session and see if we can answer the questions together. Demonstrate learning and knowledge gained in memory scrapbook.</p>
6	<p>Expression: What can I learn from Hindu ideas? How do these ideas affect my life?  <b>WALhT compare aspects of my own identity with those of others.</b>                      Look at PowerPoint explaining why/how Hindu people settled in Britain. Watch this trailer for the film Bend it Like Beckham: <a href="http://www.youtube.com/watch?v=Z7Pt_GMDdGo">www.youtube.com/watch?v=Z7Pt_GMDdGo</a> Although the family are Sikh and not Hindu, the cultural issues are very similar. Discuss why the family want Jess to be a good traditional Asian girl, and why they struggle with her playing football. Some pupils might point out that Jess's white friend Jules also has trouble with her parents, who also want her to be a different sort of girl. Discuss why it might be hard to live across two cultures and fit in with both of them. Discuss with pupils what we all need to do to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Draw up a class list of 10 duties, like the 10 Hindu duties.</p>

Sequence of learning

**Subject Composite:** Create a list of duties to live by.

**Impact:** Children will know about life in Britain for Hindu people. **Hooks for new learning:** Year A 5/6 Why do Hindus want to be good? U2.6 What does it mean to be a Muslim in Britain today?