**The Celts at Years 3/4**

**Lesson 2**

**Celtic home life**

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| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 5 mins | Introduction | * Introduce what exactly we’re planning to do in class today, take them through a rough plan of the lesson | n/a | n/a |
| 15 mins | Talk about their everyday lives and compare it with the Celts | * As a table: Pupils will be given ten minutes to think about their everyday lives and how the Celts may have lived differently to them * As a class: There will be five minutes to ask the table to summarise what they think some of the biggest differences are. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | Powerpoint slide with pictures of key events you might have in a day (Eg: Boy getting up to symbolise waking up) to prompt the memory of some kids who may be a little unsure of what to say |
| 15 mins | A day in the life of a Celt: Thinking and linking exercise | * Each child is given a copy of the handout. (Some handouts are slightly easier to take in to consideration those of differing abilities) * As a table: The children can discuss which order they think a traditional Celtic day comes in * Each child will then draw a line from the time to the activity that correlates with it. | KS2 History: Chronological awareness: pupils should be given opportunities to use timelines to sequence events  KS2 History: Historical knowledge and understanding: Pupils should be given opportunities to understand why people did things, what caused specific events and the consequences of those events. | Handout with times down one side and activities through the day down the other. For kids who are of a lower ability there is a simpler version of the same activity |
| 10 mins | Talk more about the roles in society | * As a class: The children will be told more about the roles they have as their avatars: Warrior, Druid, Craftsperson, Farmer * There will be a chance for interaction as we go along. And for the kids to ask questions. | KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | Powerpoint slide with a few images of the roles on, and a small amount of text accompanying the images |
| 15 mins | Guess who game | * Each pupil created an avatar in the first lesson: They will get the chance to read back over the role they have * Pupils will then be sent off around the classroom and have to ask one another a series of questions to determine what role they have in the Celtic village. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. oral presentation | Powerpoint slide with some questions suggestions on it. |
| 5 mins | Settle the class after break and discuss housing | * Settle the children down after the break * As a class the children will then be told about Celtic roundhouses. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | Powerpoint slide of a traditional Celtic roundhouse |
| 5 mins | Have a quick look at Castell Henllys | * As a class the children will have the option to look at a traditional Celtic village so they get an idea of what it may have looked like. * This ties in with the school trip the children will be attending in two days’ time. | KS2 History: Historical enquiry: Pupils should be given opportunities to: use a range of sources, e.g. buildings and sites, visual sources | Access to the internet for the Castell Henllys page |
| 30 mins | Create roundhouses/ Celtic village | * As a table: The children will be given a specification to build their houses to (Mathematical skills will be needed here.) * The children will need to work together to make the houses out of clay, using sticks to help keep it up. And straw for a roof. * Each child will get the opportunity to build a house, they will be put together to become a small village | Skills ladder creative development: Assemble and rearrange given materials and components in different ways to make simple constructions.  Year 3 Numeracy: select and use suitable instruments and units of measurement  Year 3 Numeracy: estimate and visualise size when measuring and use the correct units.  Year 3 Numeracy: recognise that perimeter is the distance around a shape  Year 3 Numeracy: use standard units of measure: length: measure on a ruler to the nearest ½ cm | Clay, sticks, and straw for the roundhouses.  Clingfilm on the tables |
| 10 mins | Diary entry as their avatar | * Each child will be given a handout to write about a day in the life of their avatar. * They can discuss what they think they would do on a day to day basis in pairs, groups, or they can work independently * Make sure everyone has at least one thing written down about their day | KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. extended writing | Handout with lines on for the kids to write their diary entry on. For kids who are struggling create a handout with specific questions or maybe times on it. |
| 5 mins | Conclusion | * Discuss as a class what they have learnt about everyday life in a Celtic village. | n/a | n/a |

**Links to National Literacy and Numeracy Framework for years 3/4**

1. **Oracy**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Speaking | * **Explain information and ideas using relevant vocabulary** * Organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation* * **Speak clearly, varying expression to help listeners** * Use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor* * **Keep in role and support others in role play** * Welsh medium statement: use the most common mutations usually correctly, *e.g. ar ben* | * Explain information and ideas using supportive resources, *e.g. on-screen and web-based materials* * Organise talk so that different audiences can follow what is being said*, e.g. giving background information, providing a brief summary of main points* * Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group * Explore different situations through role play * Welsh-medium statement: use the most common mutations correctly*, e.g. fy nghalon* |
| Listening | * **Listen carefully and make connections between what they are learning and what they already know** * **Check understanding by asking relevant questions or making relevant comments** | * **Listen carefully to presentations and show understanding of main points** * **After listening, respond, giving views on what the speaker has said** |
| Collaboration and discussion | * **Contribute to group discussion, sharing ideas and information** * **Use talk purposefully to complete a task in a group** | * **Contribute to group discussion and help everyone take part** * Help a group to reach agreement*, e.g. considering reasons or consequences, keeping focus on the topic* |

1. **Reading**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Reading Strategies | * Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context * **Read short information texts independently with concentration** * Read aloud using punctuation to aid expression * Skim to gain an overview of a text, *e.g. topic, purpose* * Look for specific information in texts using contents, indexes, glossaries, dictionaries * Use visual clues, *e.g. illustration, photographs, diagrams and charts*, to enhance understanding * Identify different purposes of texts, *e.g. to inform, instruct explain* * Identify how texts are organised*, e.g. lists, numbered points, diagrams with arrows, tables and bullet points* * Locate information on web pages using screen features*, e.g. toolbars, side bars, headings, arrows* | * Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context * Read texts, including those with few visual clues, independently with concentration * Use understanding of sentence structure and punctuation to make meaning * Skim to gain the gist of a text or the main idea in a chapter * Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, key words* * Identify how texts differ in purpose, structure and layout * Find information and ideas from web pages, using different search methods, considering which are the most efficient methods |
| Comprehension | * Accurately identify the topic and main ideas of a text, *e.g. by highlighting, using key words of the text* * Deduce ideas and information by linking explicit statements, *e.g. cause and effect* * Take an interest in information beyond their personal experience | * Accurately identify the main points and supporting information in texts * Deduce connections between information, *e.g. sequence, importance* * Explore information and ideas beyond their personal experience |
| Response and analysis | * Use information from texts in their discussion or writing * Make links between what they read and what they already know and believe about the topic | * Select and use information and ideas from texts * Understand how something can be represented in different ways, *e.g. moving image, multi-modal and print.* |

1. **Writing**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Meaning, purposes, readers | * **Write for different purposes and readers choosing words for variety and interest** * **Include relevant details, information or observations in their writing** * **Note down ideas to use in writing** * Use on-screen functions, *e.g. font, colour, cut, paste, size*, to present their work in ways to interest the reader and enhance meaning * **Review and improve sections of their work** | * **Adapt what they write to the purpose and reader, choosing words appropriately*, e.g. descriptive, persuasive language*** * **Explain main idea(s) with supporting details, including observations and explanations where relevant** * **Gather ideas to plan writing** * Explore and use appropriately the different forms of writing on-screen to interact with others, *e.g. websites, e-mails, blogs* * **Improve writing, checking for clarity and organisation** |
| Structure and organisation | * **Use a basic structure for writing** * Write using an introduction to the topic and a conclusion * **Present processes, event or reports in a clear sequence** * Use visual information if relevant, *e.g. labelled diagrams* | * Use specific structures in writing, *e.g. tables, questionnaires* * Write an introduction, develop a series of ideas and a conclusion * **Organise writing into logical sequences or sections by beginning to use paragraphs** * Use visual information, *e.g. illustrations, diagrams and graphs* which are clear and relevant to the written text |
| Language | * **Use language appropriate to writing, including standard forms of English** * **Use vocabulary related to the topic or subject context** | * **Use language appropriate to writing, including standard forms of English** * **Use subject-specific vocabulary independently** |
| Grammar, punctuation, spelling, handwriting | * **Start sentences in a variety of ways** * Use adjectives and adverbs to expand simple sentences and phrases * Use connectives for causation and consequence, *e.g. because, after* * **Use full stops, question marks, exclamation marks and commas for lists** * Spell plural forms*, e.g. –s, -es-, -ies* * Use past tense of verbs consistently, *e.g. consistent consonant doubling before* *–ed* * Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, *e.g. most common polysyllabic words* * Spell all high-frequency words correctly * **Produce legible handwriting and present work appropriately joining letters in some words** * Welsh-medium statement: use the standard forms of the verb as relevant to the context * Welsh-medium statement: use the most common mutations usually correctly*, e.g. ar ben* | * **Vary the order of words, phrases and clauses in sentences** * Use adjectival and adverbial phrases to add interest and precision * **Use connectives to show links within sentences** * **Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission** * Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, *e.g. words with more complex patterns* * Produce handwriting which is clear and legible and may be cursive * Welsh-medium statement: use the standard form of a variety of verbs, *e.g. present, past and negative forms* * Welsh-medium statement: use the most common mutations correctly*, e.g. fy nghalon* * Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. *–iau, -u* |