**The Celts at Years 3/4**

**Lesson 2**

**Celtic home life**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 pastKS2 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 eventsKS2 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 pastKS2 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 pastKS2 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 measurementYear 3 Numeracy: estimate and visualise size when measuring and use the correct units.Year 3 Numeracy: recognise that perimeter is the distance around a shapeYear 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**

|  |  |  |
| --- | --- | --- |
|  | Year 3Learners are able to: | Year 4Learners 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**

|  |  |  |
| --- | --- | --- |
|  | Year 3Learners are able to: | Year 4Learners 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**

|  |  |  |
| --- | --- | --- |
|  | Year 3Learners are able to: | Year 4Learners 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*
 |