<table>
<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
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</thead>
</table>
| 1 and 2 | Kensuke’s Kingdom – Michael Morpurgo  
Read biography of Michael Morpurgo (Author study p.5). Write biographical blurb.  
**Read Chapter 1 (Peggy Sue).**  
Read openings of ‘The Butterfly Lion’ and ‘The Dancing Bear’. Compare with opening.  
Discussion - should they travel round the world?  
Hot-seat characters before voyage.  
Biography of Michael Morpurgo.  
Compare atmosphere before and after redundancies - How it all starts (R&R p.19).  
Reading journal about opening chapters.  
Write letter to persuade head teacher to allow Michael’s parents to take him out of school for a year.  
Write radio drama of the farewell scene (R&R p.19).  
**SPAG**  
✓ The present tense.  
✓ Logical connectives: this shows; however; therefore; so; but; if; also, furthermore; moreover; consequently; because.  
**Read Chapters 2 (Water, water everywhere) and 3 (Ship’s Log).**  
Find out where each place is.  
Write letter from Michael to Eddie about life on the boat.  
Setting - the sea journey (R&R p.11)  
Write instructions for rescuing man overboard (R&R Interactive lesson 1)  
Character web for Michael.  
**SPAG**  
✓ Use brackets, dashes and commas to indicate parenthesis.  
✓ Use semi-colons, colons or dashes to mark boundaries between main causes  
✓ Use colons to introduce lists  
Punctuate bullet points consistently. | **Number:** place value  
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.  
Round any whole number to a required degree of accuracy. (Up to 1000 000 to the nearest 10, 100, 1000, 10, 000)  
Use negative numbers in context, and calculate intervals across zero.  
Solve number and practical problems that involve all of the above. |
| 3 and 4 | **Read Chapter 4 (Gibbons and Ghosts).**  
Found poem about being in the water.  
Write ship’s log entry for when Michael went missing.  
Write text messages from Michael.  
Write own diary entry.  
Shared reading extracts R&R p.7.  
Analyse setting (Author study p.35-6). | **Number:** addition subtraction, multiplication and division  
Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.  
Multiply multi-digit number up to 4 digits by a 2 digit number.
<table>
<thead>
<tr>
<th>5 and 6</th>
<th>7</th>
<th>Half Term</th>
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</thead>
<tbody>
<tr>
<td>Read Chapter 6 (Abunai!). Write letter as Michael about what life has been like on island. List questions about characters / events in these chapters. Read Chapter 7 (All that silence said). Japanese writing / paintings, SPAG ✓ Double negatives Paragraphs - being able to link them.</td>
<td>Read Chapter 8 (Everyone dead in Nagasaki). Find out about Hiroshima (R&amp;R Interactive Lesson 8). Personification of guiltiness. Read newspaper articles about Hiroo Onada / Japanese soldiers found in jungle - comprehension. Find references to sea as friend and foe (R&amp;R Interactive Lesson 3).</td>
<td>Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers using the concept of equivalent fractions.</td>
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<tr>
<td>Write description about being lost in the forest (R&amp;R p.25) List all the things that Michael has discovered about the island. Desert-island skills (R&amp;R p.20)</td>
<td>Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</td>
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<td>Read Chapter 5 (I, Kensuke). Shared reading extract R&amp;R p.7. Read extract from 'The Dancing Bear' and compare how characters Roxanne and Kensuke are introduced. Write diary entry by Kensuke about finding Michael and feelings about stranger on island.</td>
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<td></td>
<td>Read Chapters 9 (The night of the turtles) and 10 (Killer men come). Report about turtles or orang-utans (R&amp;R Interactive Lesson 6). Character web for Kensuke - A portrait (R&amp;R p.12) Write letter from Michael (after returning home) to Kensuke. SEE ABOVE</td>
<td></td>
</tr>
</tbody>
</table>
### Subject Coverage

**3 and 4**

- Story map showing relationship between Michael and Kensuke.
- Write an alternative ending for book.
- Design new cover for book, including fly sheets.

**SPAG**

- Specifically using a range of conjunctions to create compound and complex sentences.
- Use relative clauses.
- Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.
- Use correct punctuation to indicate speech.

- Write newspaper article about Michael being found (R&R Interactive Lesson 2) or about Kensuke returning home (R&R Interactive Lesson 8).
- Write questions to Michael Morpurgo about book.
- Find when objects first appear in story (R&R Interactive Lesson 2; R&R Turning points p.13)
- Create memory box for Michael (R&R Interactive Lesson 9).
- Write reading journal entry about whole book (R&R p.31)

**5 and 6**

- Balanced arguments - fact/opinion
- Phrases and clause
- Identifying clauses
- Identifying main and subordinate clauses
- Clauses and connectives
- Dependent clauses
- Recognising noun phrases
- Adverb phrases
- Simple, compound and complex sentences

**SPAG**

- Begin to understand the use of active and passive verbs, especially the use of the passive form in reports.
- Recognise and use a past participle.
- Use semi-colons, colons and dashes appropriately in reports.
- Use bullet points in reports.

**7**

- Dictionary work
- Spellings – homophones
- Root words
  - ie and ei
  - i before e

- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]

- Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]

- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

### RE, ICT, PE and Italian

RE, ICT, PE and Italian (see separate planning) taught weekly; other subjects to be blocked fortnightly every half-term:
- 2 weeks history (week 1 and 2)
- 2 weeks of Geography (week 3 and 4)
- 2 weeks of science (week 5 and 6)
- Each half-term one week of DT and Art

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>PE</th>
<th>RE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td><a href="#">See also attached planning (DOP)</a></td>
<td>Children discuss what they already know about the Vikings, and where this knowledge comes from. Identify 'facts' which may need checking for accuracy. Children evaluate the proposition 'All Vikings were bloodthirsty'. They conduct research and hold a class debate. Children look at historical sources telling us what Viking warriors wore. They draw the typical dress of a Viking warrior. Children watch a video clip showing Vikings armour, weapons and fighting style, and read about Viking battle tactics. Children read and discuss a text describing Viking raids and invasions. They explore an interactive text and out the Viking raid on Lindisfarne in AD793.</td>
<td>Football first half term LO 1 - Develop pupil's control of the football LO 2 - Develop pupil's ability to dribble with football</td>
<td></td>
<td>What occasions do followers of this religion celebrate? Divali Celebrating a New Year.</td>
</tr>
<tr>
<td>3 and 4</td>
<td></td>
<td>To identify different points of view about a local geographical issue. To recognise change and development in a locality and the issues it raises. To raise enquiry questions. To understand how an area can be changed and improved based on case studies of other areas. To identify sources of information and plan an enquiry</td>
<td></td>
<td>LO 1 - Develop pupil's control of the football LO 2 - Develop pupil's ability to pass the football to teammates LO 3 - Develop pupil's ability to shoot effectively</td>
<td>What occasions do followers of this religion celebrate? Light as a Symbol.</td>
</tr>
</tbody>
</table>
To plan fieldwork and other activities with a basic awareness of risks and precautions.
To identify sources of information and plan an enquiry.
To plan for data collection in the local area.
To interpret information gathers during fieldwork.
To organise and communicate findings from a geographical enquiry.
To recognise that information can be presented in different ways for different audiences.

<table>
<thead>
<tr>
<th>5 and 6</th>
<th>Animals</th>
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<tbody>
<tr>
<td>LO 1</td>
<td>Develop pupil’s ability to pass the football to teammates</td>
</tr>
<tr>
<td>LO 2</td>
<td>Develop pupil’s ability to shoot effectively</td>
</tr>
<tr>
<td>LO 1</td>
<td>Develop pupil’s ability to stop and move the football with their feet.</td>
</tr>
<tr>
<td>LO 2</td>
<td>Develop pupil’s ability to move the football using their chest &amp; head.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>What occasions do followers of this religion celebrate?</th>
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<tbody>
<tr>
<td></td>
<td>Divali</td>
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<td></td>
<td>The Ramayana.</td>
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</table>

<table>
<thead>
<tr>
<th>1 and 2</th>
<th>What occasions do followers of this religion celebrate?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Advent</td>
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</table>

Children read about Viking long ships. They design a figurehead for a Viking long ship.

Rugby 2nd half term
LO 1 - To develop pupils ability to run with the ball.
<table>
<thead>
<tr>
<th>L.O 1</th>
<th>L.O 2</th>
<th>L.O 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop pupils ability to run past defenders with the ball</td>
<td>To develop pupils ability to pass the rugby effectively</td>
<td>To develop pupils ability to defend as a group effectively</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What occasions do followers of this religion celebrate?</th>
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<tbody>
<tr>
<td>The Prophets: discipleship the first disciple.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3 and 4</th>
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</thead>
</table>

| To locate North America on a world map/ |
| To name the countries in North America, their capital cities. Major rivers and mountain ranges. |
| To locate the states of the USA and find their capital cities. |
| To know and locate on map the capital city of California and other man-made features. |
| To locate physical features of California on a map. |
| To know and link images to key features of California. |
| To understand the climate, climatic zone and biomes of California. |
| To understand the importance of agriculture to the economy. |
| To know why California is a unique region due to its history. |
| To know about California’s industries. |
| To describe the development |

| Children use role-play to investigate the reasons why the Vikings raided, invaded and settled in Britain. |
| Children examine the pictures of archaeological evidence left behind by Vikings, making inference about Viking life. |
| Children read excerpts from writing left behind by the Vikings and from accounts written about them and others. They experiment with kennings and use to write a poem. |
| Children consider some facts about the role of women in Viking society. |
| Children explore an interactive Viking longhouse. They design their own. |
| To locate North America on a world map/ |
| To name the countries in North America, their capital cities. Major rivers and mountain ranges. |
| To locate the states of the USA and find their capital cities. |
| To know and locate on map the capital city of California and other man-made features. |
| To locate physical features of California on a map. |
| To know and link images to key features of California. |
| To understand the climate, climatic zone and biomes of California. |
| To understand the importance of agriculture to the economy. |
| To know why California is a unique region due to its history. |
| To know about California’s industries. |
| To describe the development |
of the electronic industry in Silicon Valley.
To understand the issues surrounding the disposal of waste, including toxic waste.
To identify an enquiry question linked to feature developments in Silicon Valley.
To plan a holiday of a lifetime around California.
To describe a journey across California in terms of key features that would be encountered.

| 5 ad 6 | Electricity | Review circuits
| How can we change the amount of energy flowing around a circuit?
| What are electrical conductors & insulators?
| What happens to the energy as it flows around a circuit? | LO 1 - To develop pupils ability to defend as a group effectively
| LO 2 - To develop pupils ability to attack tactically | What occasions do followers of this religion celebrate?
| Jesus Light of the World. |

| 7 | | LO 1 - To develop pupils ability to defend as a group effectively
| LO 2 - To develop pupils ability to attack tactically | What occasions do followers of this religion celebrate?
| A Christingle Service |

- Term: Autumn 1 and 2
- Year: 6
- Teacher: Mrs Farren
- KS2: Medium term skill and activity planning

<table>
<thead>
<tr>
<th>Understanding English, communication and language</th>
<th>Mathematical understanding</th>
<th>Scientific and technological understanding</th>
</tr>
</thead>
</table>
| [https://bishopsworth.wikispaces.com/Kensuke%27s+Kingdom+planning](https://bishopsworth.wikispaces.com/Kensuke%27s+Kingdom+planning) | Number: place value
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
Round any whole number to a required degree of accuracy. (Up to 1000 000 to the nearest 10, 100, 1000, 10, 000)
Use negative numbers in context, and calculate | See attached dual objective planning sheet.
ICT - See attached sheet
D&T |
| http://www.compare4kids.co.uk/literacy.php | | At the fair: Fairground ride Autumn 1
To design and make a model of a fairground ride.
| Writing Focusses
- Letter writing
- Description
- Narrative - Stories.
- Persuasive
- Reports (newspaper article.) | Designing
- To use labelled drawings and notes to explain how their product will be made.
- To use labelled drawings and notes to explain how their product will be made.
- To use technical vocabulary when designing and |
SPAG Focusses

- Use dialogue, recognise differences between spoken and written speech.
- Use speech punctuation to indicate direct speech.
- Understand and use modal verbs.
- Using a range of conjunctions to create compound and complex sentences.
- Use relative clauses.
- Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.
- Use correct punctuation to indicate speech.
- Use brackets, dashes and commas to indicate parenthesis.
- Use semi-colons, colons or dashes to mark boundaries between main causes.
- Use colons to introduce lists.
- Punctuate bullet points consistently.
- Begin to understand the use of active and passive verbs, especially the use of the passive form in reports.
- Recognise and use a past participle.
- Use semi-colons, colons and dashes appropriately in reports.
- Word classes.
- Adjectives, adverbs and powerful nouns and verbs.
- Clauses and Phrases
- Identifying clauses.
- Types of sentences.

Intervals across zero.
Solve number and practical problems that involve all of the above.

Number- addition subtraction, multiplication and division
Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Fractions
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Generate and describe linear number sequences (with fractions)

Making
- To use simple circuit in a model with switches, bulbs and motors.
- To create a frame structure with diagonal struts for added strength.
- To create stable frames using a range of tools accurately.
- To control a model using an ICT program.

Evaluating
- To list the ways in which the finished product meets the design criteria.
- To discuss the effectiveness of the method and techniques used in making the product.

At the fair: Punch and Judy puppets Autumn 2
To design and make a new character puppet for a Punch and Judy show.

Designing
- To investigate similar products to get ideas and to use as a starting point for an original design.
- To plan a sequence of actions to make a good product.
- To use labelled drawings and notes to explain how their product will be made.
- To create an action plan using a picture or a flow diagram.
- To create plans that can be used by someone else to make the product.

Making
- To create stable frames using a range of materials.
- To accurately cut wood using a range of tools.
- To join fabrics together using a range of different sewing techniques and/or fastenings.
- To cut fabric accurately using a pattern.
- To apply a range of decorative techniques to different materials.

Evaluating
- To consider and list ways in which their design or product could be improved.
To discuss the effectiveness of the materials, the methods and techniques used in making the product.
Add and subtract fractions with different denominations and mixed numbers using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]

Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]

| Historical and geographical understanding (Knowledge & Understanding of the World) |
| Understanding the arts (Creative Development) |
| Understanding physical development, health and wellbeing |

### AUTUMN 1

**Geography**
- Reflect upon changes in children’s loves and in places.
- Use maps to explore change in the locality, what changes are and whether change is happening quickly or slowly.
- Consider the relative location of your locality and the types of changes taking place.
- Consider changes from different points of view.
- Think about suitable places a fieldwork enquiry into a place that requires improvement.
- Use an environmental index to decide on a place from a shortlist of three.
- Learn how to use a compass.
- Go on a field trip to investigate the chosen area.
- Assess the quality of the environment using observations and the environmental index.
- Think about how the area could be regenerated.
- Create a poster or radio script to ‘rebrand’ the area.

### AUTUMN 2

**Geography**
- Research the continent of North America, including its relative location and the names and capital cities of its countries.
- Name and locate the states of USA and their capital cities.
- Produce a trivia quiz.
- Create a map of California from memory.
- ‘Odd one out’ activity.
- Write a description of California in no more than 140 words.
- Produce a photomontage of California.
- Research an area of California for a children’s TV programme and produce a report for a TV producer.

### Art

**Buildings Autumn 1**

- Completing the building : 2D
  - Can complete a ripped photograph of a famous landmark in two dimensions.

- Completing the building in 3D:
  - Can draw cuboids in three dimensions.
  - Can complete 3D skyscraper pictures using one vanishing point.

**Sue Averall: Cityscapes 1**
- Can sketch and plan out a city landscape using one vanishing point.
- Can draw 3D buildings to scale and in proportion.

**Sue Averall: Cityscapes 2**
- Use a range of painting techniques to create aerial perspective.
- Can add point to large blocks of colour and small details when creating a large composition.

**Gaudi in Barcelona 1:**
- Can create a building sculpture in the style of Gaudi.

**Gaudi in Barcelona 2:**
- Can apply a paint finish to the sculpture in the style of Gaudi.

**Clarice Cliff Autumn 2**

- Observational drawings
  - Can make detailed observational drawings of slice and segments of fruit.

**Clarice Cliff fruit**
- Can draw ‘stylised’ representations of different citrus fruits.

### PE – Games

**Football Autumn 1**

- Challenge 1 – Pupils will be able to move and stop the ball with their feet whilst moving at a moderate pace. (size 4 ball moving at moderate pace)
- Challenge 2 – Pupils will be able to move and stop the ball whilst moving at pace changing direction and displaying a change of speed. (size 4 ball consistently)
- Challenge 3 – Can pupils use both feet to dribble with the ball? Negotiate the cone slalom with weaker foot

- Challenge 1 – Pupils will be able to move and stop the ball with their feet whilst moving at a moderate pace. (size 4 ball moving at moderate pace)
- Challenge 1 – Can pupils retain possession of the ball using only one touch of the ball?
- Challenge 1 – Pupils can pass the ball accurately over distance with strong foot (9-10m)
- Challenge 2 – Pupils can pass the ball over distance with both feet and shoot to a target using their laces.
- Challenge 3 – Can pupils play all passes and shots first time? Requires a developed awareness of what surrounds you!
- Challenge 1 – Pupils can head from a thrown serve back into hands with moderate success (3/4 out of 5)
- Challenge 2 – Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)
- Challenge 3 – Pupils can control and pass the ball with any
History

- Children discuss what they already know about the Vikings, and where this knowledge comes from. Identify 'facts' which may need checking for accuracy.
- Children evaluate the proposition 'All Vikings were bloodthirsty'.
- Children look at historical sources telling us what Viking warriors wore.
- They draw the typical dress of a Viking warrior.
- Children watch a video clip showing Vikings at war, weapons and fighting style, and read about Viking battle tactics.
- Children read and discuss a text describing Viking raids and invasions.
- They explore an interactive text and out the Viking raid on Lindisfarne in AD793.
- Children read about Viking long ships.
- They design a figurehead for a Viking long ship.
- Children use role-play to investigate the reasons why the Vikings raided, invaded and settled in Britain.
- Children examine the pictures of archaeological evidence left behind by Vikings, making inference about Viking life.
- Children read excerpts from writing left behind by the Vikings and from accounts written about them and others.
- They experiment with kennings and use to write a poem.
- Children consider some facts about the role of women in Viking society.
- Children explore an interactive Viking longhouse.
- They design their own.

Music

**World Unite – Step Dance Autumn 1**
- World unite body beats, in syncopation and compass beat patterns
- World cup passing game, action and tour
- Latitude moves, melodies and voices
- World in harmony and performance
- Flip flap up
- Two part step dance rhythms, moves and mega dance.

**Journeys Autumn 2**
- Walk, swim, fly; Voices calling and Many miles
- Refuge; Who'll be your refuge? Echoes
- Final refuge; Voices of refuge; Migration and refuge
- Something inside so strong; In harmony; So strong
- Scale up and down; Life is what you make it; Make it shine
- Journeys song cycle; Multimedia journey; Our journeys performance

**Clarice Cliff bizarre 1**
- Can design a circular pattern based on elements of the Bizarre Collection

**Clarice Cliff bizarre 2**
- Can make a papier-mâché bowl using a mould.
- Can decorate the bowl copying designs from their sketchbooks.

**Clarice Cliff clay sculptures**
- Can create a square slab pot
- Can add decorative features in the style.
- Can decorate and hand-paint a slab pot in the style.

Rugby Autumn 2

- Challenge 1 - Pupils can 'jockey' to stay goal side of the ball when defending 1 on 1
- Challenge 2 - Pupils can angle their body to show attackers onto their weaker foot
- Challenge 3 - Pupils can organise team-mates to ensure a successful defence

- Pupils can follow instructions to aid attacking and defending as a team
- Pupils can react to changes in play without prompt (team loses the ball regains position in defensive line)
- Pupils can take the initiative and lead other team members to the benefit of the team
- Pupils can identify a 'miss pass' and a 'loop' passing sequence
- Pupils can perform an effective miss pass and/or loop pass with prompts and guidance from Staff
- Pupils can initiate miss/loop pass independently leading the team to use it successfully?

<table>
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<th>Challenge 3</th>
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<td>Pupils can perform an effective miss pass and/or loop pass with prompts and guidance from Staff</td>
<td>Pupils can initiate miss/loop pass independently leading the team to use it successfully?</td>
</tr>
</tbody>
</table>

History

- They design their own society.
- They experiment with kennings and use to write a poem.
- From accounts written about them and others.
- Children read excerpts from writing left behind by the Vikings, making inference about Viking life.
- Children read about Viking raids and fighting style, and read about Viking battle tactics.
- Children watch a video clip showing Vikings at war, weapons and fighting style, and read about Viking battle tactics.
- Children read and discuss a text describing Viking raids and invasions.
- They draw the typical dress of a Viking warrior.
- They explore an interactive text and out the Viking raid on Lindisfarne in AD793.
- Children read about Viking long ships.
- They design a figurehead for a Viking long ship.
- Children use role-play to investigate the reasons why the Vikings raided, invaded and settled in Britain.
- Children examine the pictures of archaeological evidence left behind by Vikings, making inference about Viking life.
- Children read excerpts from writing left behind by the Vikings and from accounts written about them and others.
- They experiment with kennings and use to write a poem.
- Children consider some facts about the role of women in Viking society.
- Children explore an interactive Viking longhouse.
- They design their own.

Research the history of California since 1540’s
- Complete a KWL grid about industries in California.
- List and categorise the diverse industries in California.
- Produce a report on the Silicon Valley and discuss the recycling of hazardous waste.

List and categorise the diverse industries in California.
- Produce a report on the Silicon Valley and discuss the recycling of hazardous waste.
<table>
<thead>
<tr>
<th><strong>Religious education</strong></th>
<th><strong>Swimming</strong> - Children will be taught by a swimming instructor at the local pool.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE ATTACHED SHEET</td>
<td></td>
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<tr>
<td>ICT</td>
<td>Sequence of lessons to introduce Scratch software</td>
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<tr>
<td>------</td>
<td>-----------------------------------------------------</td>
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<td>1</td>
<td><strong>E-Safety</strong></td>
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<td>Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.</td>
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<td>Children confidently and efficiently use the internet as a tool for research and critically evaluate websites.</td>
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<td>Children recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website.</td>
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<tr>
<td>2 and 3</td>
<td><strong>I can use sequence, selection and repetition in programs.</strong></td>
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<td>Individual exploration of Scratch software. Teacher intervention and review to guide children as required towards:</td>
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<td>- Add and edit background / sprites</td>
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<td>- Different kinds of programming blocks (initial focus on motion, looks sound)</td>
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<td></td>
<td>- Sequence of instructions (Make something surprising happen to your sprite)</td>
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<td>- Repetition (repeat a sequence) and Forever (keep doing the actions)</td>
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<td>Think, pair, share: What have you been able to do? What have you found out about the software? You could provide Scratch Cards from scratch.mit.edu to allow children to investigate all kinds of possibilities.</td>
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<td>4 and 5</td>
<td><strong>I can explain how a simple algorithm works.</strong></td>
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<td>What is an algorithm? What can it allow you to do? Provide closed or open task as appropriate to learners.</td>
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<td>Create an etch-a-sketch game (Know how to program keys to do different things, recognise what each section of programming achieves.) Can you program different keys to do different things on the screen?</td>
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<td>What does programming do? (you are teaching the computer to do things)</td>
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<td>6 and 7</td>
<td><strong>I can detect and correct errors in algorithms and programs.</strong></td>
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<td>What did you learn from creating the etch-a-sketch game? Today we are going to make two more games. Follow the instructions but also think about what you are doing. Keep testing the programme to see how it is working.</td>
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<td>Programming a Car Racing Game (Know how to create an 'if' instruction to make something happen when sprite touching a colour) Introduce idea of selection. If xxxx happens then xxxx.</td>
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<td>How could we move something with the mouse on the screen? Emphasis need to keep testing sets of programming blocks to check they are doing what you want them to do.</td>
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<td>What did you learn from creating the car racing game? Choose a second game to create. Tennis if you are confident or Dance moves if you want to reinforce your confidence in making sprites move on the screen. <a href="https://slp.somerset.gov.uk/cypd/elim/somersetict/Innovative">https://slp.somerset.gov.uk/cypd/elim/somersetict/Innovative</a> Use of ICT/Programming/Scratch/Car racing game.sb</td>
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<td>Create a tennis game (Know how to program two sprites) Can you move the sprite with the mouse?</td>
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<td>Can you add a variable to score / to speed up ball each time you hit it with racquet? Add variables to tennis game.</td>
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<td>Dance moves (change of costume, add sound) Add to or adapt program to make it your own game. Keep testing how the programme is working.</td>
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<td>What have you found out about Scratch software? Did anyone discover any useful tips for each other? Did anyone run into difficulties? How did you solve them? How have you used colours for features of the game?</td>
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<td>Children understand the issues of plagiarism, copyright and data protection in relation to their work. They understand that the resources they find may be covered by copyright. They understand that not all information on the internet is legal to use or copy, even if sources are acknowledged. Children exchange and share ideas with a wider audience, and to evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and how they present themselves online.</td>
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<td>2 and 3</td>
<td><strong>I can plan an algorithm for a game.</strong></td>
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<td>Plan a game based on our topic [eg game based on Greek myths, following listening and retelling stories, drama, talk and writing.]</td>
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<td>What skills have you learnt? Which can you use in your game? What algorithm will you need to follow? Think about how you make the keyboard or mouse move things on screen. Think about the way colours can be used to select actions. Consider how variables can measure what is happening in a game.</td>
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<td>Write the algorithm for your game. Consider the sprites, background and programming you will need.</td>
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<tr>
<td>4 and 5</td>
<td><strong>I can solve problems by decomposing them into smaller parts.</strong></td>
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<td>Create or discover backgrounds and sprites for the game planned. Refine ideas for game</td>
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| 6 and 7 | I can design and write programs that accomplish specific goals
I can detect and correct errors in algorithms and programs | Program, test and improve games. Evaluate and make appropriate changes.
Children could upload projects to the Scratch community website [http://scratch.mit.edu](http://scratch.mit.edu). This will allow them to play each other's games online in school and at home.
Comments can be made on each others' games after modelling and guided writing of responsible and appropriate peer assessment.
See [information about Scratch community](http://scratch.mit.edu) and parent's [permission letters](http://scratch.mit.edu). |