<table>
<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
</tr>
</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 |
<table>
<thead>
<tr>
<th>5 and 6</th>
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</thead>
<tbody>
<tr>
<td>Read Chapter 6 (Abunai!).</td>
</tr>
<tr>
<td>Write letter as Michael about what life has been like on island.</td>
</tr>
<tr>
<td>List questions about characters / events in these chapters.</td>
</tr>
<tr>
<td>Read Chapter 7 (All that silence said).</td>
</tr>
<tr>
<td>Japanese writing / paintings,</td>
</tr>
<tr>
<td><strong>SPAG</strong></td>
</tr>
<tr>
<td>✓ Double negatives</td>
</tr>
<tr>
<td>Paragraphs – being able to link them.</td>
</tr>
<tr>
<td>Identify common factors, common multiples and prime numbers.</td>
</tr>
<tr>
<td>Use their knowledge of the order of operations to carry out calculations involving the four operations.</td>
</tr>
<tr>
<td>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 8 (Everyone dead in Nagasaki).</td>
</tr>
<tr>
<td>Find out about Hiroshima (R&amp;R Interactive Lesson 8).</td>
</tr>
<tr>
<td>Personification of guiltiness.</td>
</tr>
<tr>
<td>Read newspaper articles about Hiroo Onada / Japanese soldiers found in jungle - comprehension.</td>
</tr>
<tr>
<td>Find references to sea as friend and foe (R&amp;R Interactive Lesson 3).</td>
</tr>
<tr>
<td>Fractions</td>
</tr>
<tr>
<td>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Half Term</th>
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</thead>
<tbody>
<tr>
<td>Read Chapters 9 (The night of the turtles) and 10 (Killer men come).</td>
</tr>
<tr>
<td>Report about turtles or orang-utans (R&amp;R Interactive Lesson 6).</td>
</tr>
<tr>
<td>Character web for Kensuke - A portrait (R&amp;R p.12)</td>
</tr>
<tr>
<td>Write letter from Michael (after returning home) to Kensuke.</td>
</tr>
<tr>
<td>SEE ABOVE</td>
</tr>
<tr>
<td>Generate and describe linear number sequences (with fractions)</td>
</tr>
<tr>
<td>Add and subtract fractions with different denominations and mixed numbers using the concept of equivalent fractions.</td>
</tr>
<tr>
<td>3 and 4</td>
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<tr>
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<tr>
<td>5 and 6</td>
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<tr>
<td>7</td>
</tr>
</tbody>
</table>

**Subject Coverage**

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>See also attached planning (DOP)</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 e Viking raids and invasions. They explore an interactive text and out the Viking raid on Lindisfarne in AD793.</td>
<td></td>
<td>Football first half term L.O 1 - Develop pupil’s control of the football L.O 2 - Develop pupil’s ability to dribble with football</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></td>
<td></td>
<td>L.O 1 - Develop pupil’s control of the football L.O 2 - Develop pupil’s ability to pass the football to teammates L.O 3 - Develop pupil’s ability to shoot effectively</td>
<td>What occasions do followers of this religion celebrate? Divali Light as a Symbol.</td>
</tr>
</tbody>
</table>
| 5 and 6 | **Animals**  
What do our organs do to keep us alive?  
Why do we have blood?  
How does blood get around our body?  
What happens when we exercise?  
What happens when we exercise?  
What are the effects of diet, drugs & lifestyle? | **L.O 1** - Develop pupil's ability to pass the football to teammates  
**L.O 2** - Develop pupil's ability to shoot effectively  
**L.O 1** - Develop pupil's ability to stop and move the football with their feet.  
**L.O 2** - Develop pupil's ability to move the football using their chest & head. | **What occasions do followers of this religion celebrate?**  
**Divali**  
The Ramayana. |
| 7 |  | **L.O 1** - Develop pupil's ability to defend as an individual.  
**L.O 2** - Develop pupil's ability to lose a marker/mark an attacker. | **What occasions do followers of this religion celebrate?**  
**Divali**  
Welcoming.  
The Goddess Lakshmi.  
Ganesh. |
| 1 and 2 | **Children read about Viking long ships. They design a figurehead for a Viking long ship.** | **Rugby 2nd half term**  
**L.O 1** - To develop pupils ability to run with the ball | **What occasions do followers of this religion celebrate?**  
Advent |
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.

LO 2 - To develop pupils' ability to match a change of speed, with change of direction
LO 1 - To develop pupils' ability to run past defenders with the ball
LO 2 - To develop pupils' ability to pass the rugby effectively

What occasions do followers of this religion celebrate?

The Prophets: discipleship the first disciple.

3 and 4

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

LO 1 - To develop pupils' ability to run past defenders with the ball
LO 2 - To develop pupils' ability to pass the rugby effectively
LO 3 - To develop pupils' ability to defend as a group effectively
<table>
<thead>
<tr>
<th>Term: Autumn 1 and 2</th>
<th>Year: 6</th>
<th>Teacher: Mrs Farren</th>
<th>KS2: Medium term skill and activity planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding English, communication and language</strong></td>
<td><strong>Mathematical understanding</strong></td>
<td><strong>Scientific and technological understanding</strong></td>
<td></td>
</tr>
<tr>
<td><a href="https://bishopsworth.wikispaces.com/Kensuke%27s+Kingdom+planning">https://bishopsworth.wikispaces.com/Kensuke%27s+Kingdom+planning</a></td>
<td>Number: place value</td>
<td>See attached dual objective planning sheet.</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.compare4kids.co.uk/literacy.php">http://www.compare4kids.co.uk/literacy.php</a></td>
<td>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</td>
<td>ICT - See attached sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Focuses</strong></td>
<td>Round any whole number to a required degree of accuracy. (Up to 1000,000 to the nearest 10, 100, 1000, 10,000)</td>
<td>DAT</td>
<td></td>
</tr>
<tr>
<td>- Letter writing</td>
<td>Use negative numbers in context, and calculate</td>
<td>At the fair: Fairground ride Autumn 1</td>
<td></td>
</tr>
<tr>
<td>- Description</td>
<td></td>
<td>To design and make a model of a fairground ride.</td>
<td></td>
</tr>
<tr>
<td>- Narrative - Stories.</td>
<td></td>
<td><strong>Designing</strong></td>
<td></td>
</tr>
<tr>
<td>- Persuasive</td>
<td>- To use labelled drawings and notes to explain how their product will be made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reports (newspaper article.)</td>
<td>- To use labelled drawings and notes to explain how their product will be made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To use technical vocabulary when designing and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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) planning to make a product.

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 and 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 using 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)**

<table>
<thead>
<tr>
<th>AUTUMN 1</th>
<th>Understanding the arts (Creative Development)</th>
<th>Understanding physical development, health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td><strong>Art</strong></td>
<td><strong>PE – Games</strong></td>
</tr>
<tr>
<td>✓ Reflect upon changes in children's loves and in places.</td>
<td><strong>Buildings Autumn 1</strong></td>
<td>Football Autumn 1</td>
</tr>
<tr>
<td>✓ Use maps to explore change in the locality, what changes are and whether change is happening quickly or slowly.</td>
<td>Completing the building : 2D</td>
<td>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)</td>
</tr>
<tr>
<td>✓ Consider the relative location of your locality and the types of changes taking place.</td>
<td>Completing the building in 3D:</td>
<td>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)</td>
</tr>
<tr>
<td>✓ Consider changes from different points of view.</td>
<td>✓ Can complete a ripped photograph of a famous landmark in two dimensions.</td>
<td>Challenge 3 - Can pupils use both feet to dribble with the ball? Negotiate the cone slalom with weaker foot</td>
</tr>
<tr>
<td>✓ Think about suitable places a fieldwork enquiry into a place that requires improvement.</td>
<td>✓ Can draw cuboids in three dimensions.</td>
<td>✓ Can apply a paint finish to the sculpture in the style of Gaudi.</td>
</tr>
<tr>
<td>✓ Use an environmental index to decide on a place from a shortlist of three.</td>
<td>✓ Can complete 3D skyscraper pictures using one vanishing point.</td>
<td>✓ Can control and pass the ball with any part of your body.</td>
</tr>
<tr>
<td>✓ Learn how to use a compass.</td>
<td>✓ Can sketch and plan out a city landscape using one vanishing points</td>
<td>✓ Can head from a thrown serve back into hands with moderate success (3/4 out of 5)</td>
</tr>
<tr>
<td>✓ Go on a field trip to investigate the chosen area.</td>
<td>✓ Can draw 3D buildings to scale and in proportion.</td>
<td>✓ Challenge 2 - Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)</td>
</tr>
<tr>
<td>✓ Assess the quality of the environment using observations and the environmental index.</td>
<td>✓ Use a range of painting techniques to create aerial perspective.</td>
<td>Challenge 3 - Pupils can play all passes and shots first time? Requires a developed awareness of what surrounds you!</td>
</tr>
<tr>
<td>✓ Think about how the area could be regenerated.</td>
<td>✓ Can add paint to large blocks of colour and small details when creating a large composition.</td>
<td>Challenge 1 - Pupils can pass the ball accurately over distance with strong foot (9-10m)</td>
</tr>
<tr>
<td>✓ Create a poster or radio script to 'rebrand' the area.</td>
<td></td>
<td>Challenge 2 - Pupils can pass the ball over distance with both feet and shoot to a target using their laces.</td>
</tr>
</tbody>
</table>

**AUTUMN 2**

<table>
<thead>
<tr>
<th><strong>Geography</strong></th>
<th><strong>Art</strong></th>
<th><strong>PE – Games</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Research the continent of North America, including its relative location and the names and capital cities of its countries</td>
<td><strong>Buildings Autumn 2</strong></td>
<td>Football Autumn 1</td>
</tr>
<tr>
<td>✓ Name and locate the states of USA and their capital cities.</td>
<td>Completing the building : 2D</td>
<td>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)</td>
</tr>
<tr>
<td>✓ Produce a trivia quiz.</td>
<td>Completing the building in 3D:</td>
<td>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)</td>
</tr>
<tr>
<td>✓ Create a map of California from memory.</td>
<td>✓ Can draw cuboids in three dimensions.</td>
<td>Challenge 3 - Can pupils use both feet to dribble with the ball? Negotiate the cone slalom with weaker foot</td>
</tr>
<tr>
<td>✓ 'Odd one out' activity.</td>
<td>✓ Can complete 3D skyscraper pictures using one vanishing point.</td>
<td>✓ Can apply a paint finish to the sculpture in the style of Gaudi.</td>
</tr>
<tr>
<td>✓ Write a description of California in no more than 140 words.</td>
<td>✓ Can sketch and plan out a city landscape using one vanishing points</td>
<td>✓ Can control and pass the ball with any part of your body.</td>
</tr>
<tr>
<td>✓ Produce a photomontage of California.</td>
<td>✓ Can draw 3D buildings to scale and in proportion.</td>
<td>✓ Challenge 1 - Pupils can pass the ball accurately over distance with strong foot (9-10m)</td>
</tr>
<tr>
<td>✓ Research an area of California for a children's TV programme and produce a report for a TV producer.</td>
<td>✓ Use a range of painting techniques to create aerial perspective.</td>
<td>Challenge 2 - Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)</td>
</tr>
</tbody>
</table>

**Clarice Cliff Autumn 2**

<table>
<thead>
<tr>
<th><strong>Observational drawings</strong></th>
<th><strong>Clarice Cliff Autumn 2</strong></th>
<th><strong>Challenge 1</strong> - Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Can make detailed observational drawings of slice and segments of fruit.</td>
<td>Clever in Barcelona 1:</td>
<td>Challenge 2 - Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)</td>
</tr>
<tr>
<td>✓ Can draw 'stylised' representations of different citrus fruits.</td>
<td>Clever in Barcelona 2:</td>
<td>Challenge 3 - Pupils can control and pass the ball with any part of their body.</td>
</tr>
</tbody>
</table>
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’.
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 amour, weapons and
fighting style, and read about Viking battle tactics.
✓ Children read and discuss a text describing e 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.

✓ They design their own.
Children explore an interactive Viking longhouse.
Children experiment with kennings and use to write a poem.
Children read excerpts from writing left behind by the Vikings,
making inference about Viking life.
Children watch a video clip showing Vikings amour, weapons and
fighting style, and read about Viking battle tactics.
Children read and discuss a text describing e Viking raids and
invasions.
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Lindisfarne in AD793.
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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.

✓ Can design a paper plate using elements of designs
by Clarice Cliff
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.
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

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

Rugby Autumn 2
Challenge 1 - Pupils should be able to change direction
successfully whilst running with the ball
Challenge 2 - Pupils should be able to change direction at
speed multiple times successfully whilst carrying the ball
Challenge 3 - Pupils can use teaching points to beat
defenders 1 vs 1

Challenge 1 - Pupils can be able to carry the ball
successfully when running and pass the ball with some
success when stationary
Challenge 2 - Pupils should be able to change direction
successfully and pass the ball with success whilst running
Challenge 3 - Pupils should be able to change direction at
speed, pupils will be able to pass effectively in varied
environments.

Challenge 1 - Pupils can follow instructions to aid attacking
and defending as a team
Challenge 2 - Pupils can react to changes in play without
prompt (team loses the ball regains position in defensive
ing)
Challenge 3 - Pupils take the initiative and lead other team
members to the benefit of the team

Challenge 1 - Pupils can identify a 'miss pass' and a 'loop'
passing sequence
Challenge 2 - Pupils can perform an effective miss pass
and/or loop pass with prompts and guidance from Staff
Challenge 3 - Can pupils initiate miss/loop pass
independently leading the team to use it successfully?

Challenge 1 - Pupils can follow instructions to aid attacking
and defending as a team
Challenge 2 - Pupils can react to changes in play without
prompt (team loses the ball regains position in defensive
line)
Challenge 3 - Pupils take the initiative and lead other team
members to the benefit of the team
<table>
<thead>
<tr>
<th><strong>Religious education</strong></th>
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<tbody>
<tr>
<td><strong>SEE ATTACHED SHEET</strong></td>
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</table>

**Swimming** – Children will be taught by a swimming instructor at the local pool.
<table>
<thead>
<tr>
<th>ICT</th>
<th>Sequence of lessons to introduce Scratch software</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>E-Safety</td>
</tr>
<tr>
<td></td>
<td>Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school. Children confidently and efficiently use the internet as a tool for research and critically evaluate websites. 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>I can use sequence, selection and repetition in programs.</td>
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<td></td>
<td>Individual exploration of Scratch software. Teacher intervention and review to guide children as required towards: Add and edit background / sprites Different kinds of programming blocks (initial focus on motion, looks sound) Sequence of instructions (Make something surprising happen to your sprite) Repetition (repeat a sequence) and Forever (keep doing the actions)</td>
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<td></td>
<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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<tr>
<td>4 and 5</td>
<td>I can explain how a simple algorithm works.</td>
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<td></td>
<td>What is an algorithm? What can it allow you to do? Provide closed or open task as appropriate to learners. 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? What does programming do? (you are teaching the computer to do things)</td>
</tr>
<tr>
<td>6 and 7</td>
<td>I can detect and correct errors in algorithms and programs. I know how to use a variable to measure something in a game.</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. 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 xxxxx happens then xxxxx. 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>
</tr>
<tr>
<td>8</td>
<td>E-Safety</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>2 and 3</td>
<td>I can plan an algorithm for a game.</td>
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<tr>
<td></td>
<td>Plan a game based on our topic [eg game based on Greek myths, following listening and retelling stories, drama, talk and writing.] 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. Write the algorithm for your game. Consider the sprites, background and programming you will need.</td>
</tr>
<tr>
<td>4 and 5</td>
<td>I can solve problems by decomposing them into smaller parts.</td>
</tr>
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</table>
|     | Create or discover backgrounds and sprites for the game planned. Refine ideas for game.
| 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 and parent's permission letters. |