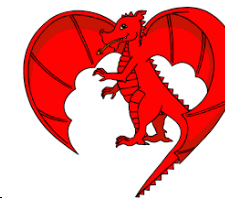


Planning grid

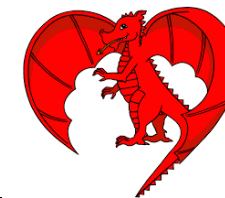
Year Group: Four

Pirates

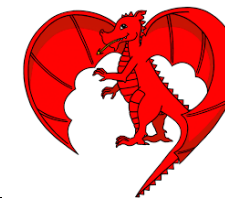
BACK TO THE FUTURE PROJECT 2016						
	Activity	National Curriculum	LNF Skills	Hwb+	Digital Competency	Evaluation
	Pupils receive a message from Doc Brown in the form of a blog post, treasure map. Coded message and video. Pupils' watch the video and find out that the message was left by Pi from Doc. Pupils discuss what they need to do. What does the map mean? How will we uncover the code? What do we think the message might say?	In discussion show understanding of the main points, (oracy) Listen carefully, convey opinions clearly, including reasons occasionally (oracy)	Listen carefully to presentations and show understanding of main points. Contribute to group discussion and help everyone take part.			Pupils loved the coded messages. Lots of interesting discussions and peer coaching shown.
	Pupils, in talking partners, discuss the coded message. How will they find out the code? Where do they start? Pupils to explore how to uncover the code? Pupils need to uncover that it is a Caesar shift code. Share with the class the shift pattern once one pupil has uncovered the code. Pupils to then break the code and uncover the message. Pupils to share their decoded message with the class and then with Ysgol Y Ddraig. Pupils to tell doc where he needs to go to find Pi.	Develop own strategies for solving problems. (maths) Search for a solution by trying out ideas of their own. (maths)	Identify the appropriate steps and information needed to complete the task or reach a solution. Select from an increasing range of checking strategies to decide if answers are reasonable.	<ul style="list-style-type: none"> • Hwb+ • Discussions 	Participate in and contribute to collaborative online projects for learning.	Pupils showed perseverance and good collaboration skills. Lots of engagement with pupils explaining how to decipher the code to those having difficulties. Messages shared via twitter and discussions on hwb+.
	Using the information sent by Doc/Pi as a stimulus pupils to create their own treasure maps. Pupils to concentrate on including an eight-point compass and labelling places of interest on the	Use 8 compass points to describe direction. (maths) Use direction, distance and simple coordinates	Use 8 compass points to describe direction.	<ul style="list-style-type: none"> • Hwb+ • Discussions • Docs 	Participate in and contribute to collaborative online projects for learning. Publish work to controlled	Fantastic treasure maps produced. Pupils took their time to try to make sure they were the best possible. Good use of 8-point compass and labelling very clear and accurate.



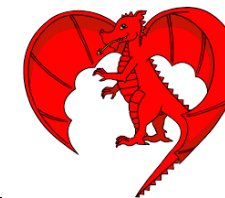
	map. Share completed maps.	on a mas and draw maps using a key and appropriate symbols. (Geog)			VLE.	
	Pupils discuss their maps and why they have put certain features on their maps. Discuss the message from Doc/Pi. Can we make up a message about our own maps using eight point compass directions and cryptic clues like the message we received. Pupils to create their message then encode their message with their own chosen code, e.g. Caesar shift code, number alpha code. Pupils to share each other's coding and message. Do they work? Can you get to the treasure? Share maps and instructions with Ysgol Y Ddraig.	<p>Develop own strategies for solving problems. (maths)</p> <p>Search for a solution by trying out ideas of their own. (maths)</p> <p>Use 8 compass points to describe direction. (maths)</p> <p>Use direction, distance and simple coordinates on a mas and draw maps using a key and appropriate symbols. (Geog)</p>	<p>Use 8 compass points to describe direction.</p> <p>Identify the appropriate steps and information needed to complete the task or reach a solution.</p>	<ul style="list-style-type: none"> • Hwb+ • OneNote • Discussions • Links • One drive 	<p>Participate in and contribute to collaborative online projects for learning.</p> <p>Publish work to controlled VLE.</p>	<p>Pupils very much enjoyed this activity. Lots of problem solving as they had to first created a set of directions using the 8-point compass to lead to the treasure. Lots of thinking skills trying to work out clues that did not mention the place but gave a clue to the place name. Pupils coded very well. Lost of perseverance shown. A few chose alpha numerical but most chose a Caesar shift code. Pupils worked on each other's, peer assessing their work and showing their peers where to change if necessary.</p>
	Pupils arrive in school to a visitor sent by Doc Brown. Captain Brown Tooth visits us to discuss sea shanties and the musical life of a pirate. The pupils explore music through time, looking at instruments that pirates might have used. Pupils to explore musical rounds and different musical songs. Using a pirate story as a stimulus, pupils create a backing track for the story-using sampler in Garage band. Pupils document through photographs and videos, which is shared via hwb+.	<p>Working with others, they devise and undertake simple development of musical ideas to produce compositions. (music)</p> <p>Make distinctions with musical elements in describing, comparing and making judgements about different kinds of music. (music)</p> <p>Maintain a part as a member od a group in a simple part song. (music)</p>	<p>Listen carefully to presentations and show understanding of main points.</p>	<ul style="list-style-type: none"> • Hwb+ • Doc • Video • One drive 	<p>Participate in and contribute to collaborative online projects for learning.</p> <p>Publish work to controlled VLE.</p>	<p>What a fantastic morning. Pupils loved learning a selection of sea shanties and were singing them all day. They sang in rounds beautifully – all participating well. They extended their music/ICT skills with the sampler on Garage band and produced some lovely work.</p>
	Pupils discuss the events of the week so far. What have they found out? What do they need to tell Doc? Will Doc find Pi? Share their	<p>Listen carefully, convey opinions clearly, including reasons occasionally (oracy)</p>	<p>Explain information and ideas using supportive resources, e.g. on screen and</p>	<ul style="list-style-type: none"> • Hwb+ • Blog 	<p>Participate in and contribute to collaborative online projects for learning.</p>	<p>Pupils are extending writing well and beginning to use paragraphs to organise their thoughts more.</p>



	thoughts and feelings about the information via blogging on Hwb+	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs. (Eng)	web-based materials.		Publish work to controlled VLE.	
	Pupils discuss what they know about a pirate's life so far. What would they like to find out? What do they need to warn Doc about? Pupils to use encyclopaedia Britannica to explore pirate information and create a fact file on hwb/Hwb+ of the information they collate.	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs. (Eng)	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs.	<ul style="list-style-type: none"> • Hwb+ • OneNote • Discussions • Links • Microsoft PowerPoint Online • Internet search engine • One drive 	<p>Begin to evaluate search findings through skimming & scanning for relevant info & checking for bias and different viewpoints.</p> <p>Begin to use a range of sources to check validity and understand the impact of incorrect information.</p>	Great information gathered. Pupils are beginning to evaluate their searches and looking for relevance in the information they found. Lots of discussions regarding pirate information, e.g. some found information on the MLB team the Pittsburgh Pirates. And they discussed how you have to ensure that the information they find is relevant to their topic.
	Pupils discuss the information they have collated about a pirate and the life they lead. Pupils to use padlet to share their favourite pirate facts. Pupils to share on hwb+.	Locate and use ideas and information on a specific topic from more than one source, and use them effectively. (reading)	<p>Listen carefully to presentations and show understanding of main points.</p> <p>Gather ideas to plan writing.</p>	<ul style="list-style-type: none"> • Hwb+ • Discussions 	Participate in and contribute to collaborative online projects for learning.	Lots of facts shared. Pupils enjoyed creating a padlet, which they later uploaded to hwb+.
	Discuss the information they have collated about pirates. Pupils to discuss how to write descriptive writing. How can we describe a pirate? What information do we include? What they look like? What their character is like? What they say? Pupils to write a description of their pirate and share their descriptions with the class.	Organise writing into logical sequences or sections by beginning to use paragraphs. (writing)	<p>Organise writing into logical sequences or sections by beginning to use paragraphs.</p> <p>Gather ideas to plan writing.</p>			Lots of discussions regarding the facts collated. Pupils enjoyed creating their own pirate, which they will use for their wanted posters next.
	Using their pirate descriptions and features of good writing, pupils to create a wanted poster for their pirates. Share with class, and hwb+.	Organise writing into logical sequences or sections by beginning to use paragraphs. (writing)	Organise writing into logical sequences or sections by beginning to use paragraphs.	<ul style="list-style-type: none"> • Hwb+ • Discussions • Links • Microsoft PowerPoint Online • Internet search engine • One drive 	<p>Participate in and contribute to collaborative online projects for learning.</p> <p>Continue to develop formal presentation skills using an increasing range of software/apps/devices.</p>	Great pirate posters completed. Lots of paragraphs used and features of writing that we have been building on. Great designs produced on Microsoft word.



					Publish work to controlled VLE.	
	Pupils discuss the events of the week so far. What have they found out? What do they need to tell Doc? Will Doc find Pi? Share their thoughts and feelings about the information and their adventures on a pirate island via blogging on Hwb+.	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs. (eng)	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs.	<ul style="list-style-type: none"> • Hwb+ • Blog 	Participate in and contribute to collaborative online projects for learning. Publish work to controlled VLE.	Pupils are extending writing well and beginning to use paragraphs to organise their thoughts more.
	Pupils look at co-ordinates in the first quadrant. Can they work out how to read the co-ordinates? Pupils to create a set of questions for their friends and test their knowledge.	Use co-ordinates to specify location in the first quadrant. (maths)	Use co-ordinates to specify location. (r5)			Great use of co-ordinates. Pupils loved exploring with lots of problem solving occurring.
	<p>Pupils explore an online battleships game testing their knowledge of co-ordinates. Can they sink their partner's ships first. Using this information pupils explore making their own "Pirate ship" game. Learning Detectives peer coach the pupils in the steps needed to create a pirate ship game from scratch. Using Microsoft excel they will need to:</p> <ul style="list-style-type: none"> • Change cells to squares • Format cells with borders and colour choices • Create shapes via shape tools and change their properties • Create multiple sheets, renaming and changing colour of the tabs. <p>Pupils will then need to test the game to ensure it works and assess its function.</p>	<p>Use co-ordinates to specify location in the first quadrant. (maths)</p> <p>Develop own strategies for solving problems. (maths)</p> <p>Search for a solution by trying out ideas of their own. (maths)</p>	<p>Identify the appropriate steps and information needed to complete the task or reach a solution.</p> <p>Use co-ordinates to specify location. (Yr5)</p>	<ul style="list-style-type: none"> • Hwb+ • Discussions • Links • Microsoft PowerPoint Online • Internet search engine • One drive 	<p>With support and guidance choose from a range of options to create media. Some awareness of audience and purpose.</p> <p>Operate a variety of software tools with a little support to produce an end product.</p> <p>Can act on feedback to modify own work Able to justify some aspects of own work.</p>	<p>What a brilliant task. The pupils were so engaged especially when creating their own. This was truly pupil led as two pupils worked out how to make the game and then explained to the class who then worked on their own. Lots of peer coaching. Games were tested and peer assessed.</p>



	Pupils discuss the events of the week so far. What have they found out? What do they need to tell Doc? Will Doc find Pi? Share their thoughts and feelings about the information and their adventures on a pirate island via blogging on Hwb+.	Organise their writing into paragraphs. (Eng) Beginning to extend meaning and use different sentence structures. (Eng)	Explore and use appropriate the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs.	<ul style="list-style-type: none"> • Hwb+ • Blog 	Participate in and contribute to collaborative online projects for learning. Publish work to controlled VLE.	Pupils are extending writing well and beginning to use paragraphs to organise their thoughts more.
	Pupils discuss instructional writing. They have created a game but how do you play it. Discuss the features of instructional writing such as imperative verbs, time connectives etc. pupils to create a set of instructions, which they will add to their game. Share instructions and games with Ysgol Y Ddraig via hwb+.	Organise their writing into paragraphs. (Eng) Beginning to extend meaning and use different sentence structures. (Eng)	Explain main ideas with supporting details, including observations where relevant.	<ul style="list-style-type: none"> • Hwb+ • Discussions • Links • Microsoft Word Online • Internet search engine • One drive 	Operate a variety of software tools with a little support to produce an end product. Can act on feedback to modify own work Able to justify some aspects of own work.	Pupils created their own instructional writing for their games, which had clear time connectives and imperative verbs. Work was shared and uploaded.
	Using a pirate story as a stimulus discusses the good features of story writing. Discuss with the pupils what makes a good story. Could we write a story for year 2 pupils? Pupils to plan their story, thinking about the structure and the descriptive language they could use. Pupils then use the features of good writing to write their pirate stories, redrafting and sharing on hwb/hwb+.	Organise their writing into paragraphs. (Eng) Beginning to extend meaning and use different sentence structures. (Eng) Vocabulary choices are often adventurous, and words are sometimes used for effect. (Eng)	Organise writing into logical sequences or sections by beginning to use paragraphs. Improve writing, checking for clarity and organisation.	<ul style="list-style-type: none"> • Hwb+ • Microsoft Word Online • Internet search engine • One drive 	Can act on feedback to modify own work Able to justify some aspects of own work. Create, share and edit a cloud-based file, appropriately adding comments and responding to others' comments.	Brilliant pirate stories using a pirate story as a stimulus. Pupils thought about how they could make it interesting for a year 2 child. Pupils now need to share stories with year 2.