

Planning grid

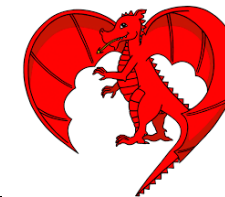
Year Group: Four

Pompeii

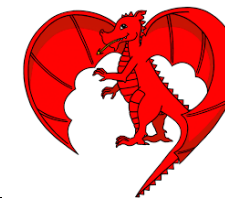
BACK TO THE FUTURE PROJECT 2016						
	Activity	National Curriculum	LNF Skills	Hwb+	Digital Competency	Evaluation
	Pupils receive a message from Doc in the form of a blog post and video. The blog post documents his journey looking for Pi and his video explains that he thinks that Pi is in Pompeii. Doc asks the pupils to warn the people of Pompeii about the volcano that is about to erupt. Pupils think, pair share to discuss what this means and what they think we should do next.	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 the main parts Contribute to group discussion and help everyone take part	<ul style="list-style-type: none"> Hwb+ Blog 	Contribute to a class account within an online community. (Online communities) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)	Very happy to have another message from Doc. Very enthusiastic discussion as to what to do to help Doc and Pi. Pupils thinking about the information their know and what Doc needs to know. Evidence hwb+ and Doc's blog.
	Where is Pompeii? What happened? Discuss with the pupils what they already know? Where will they find the information they need? Pupils decide how to organise and share their work with others. In pairs share what they have found out. What information is relevant and what should they know do with this information.	Describe some main events, people and changes. (Hist) Give some of the causes and consequences of the main events and changes. (Hist)	Find information and ideas from web pages, using different search methods, considering which are the most efficient methods. (reading) Explore information and ideas beyond their personal experience. (reading)	<ul style="list-style-type: none"> Hwb+ OneNote Microsoft Word online Discussions Links Internet search engine Encyclopaedia Britannica One drive 	Contribute to a class account within an online community. (Online communities) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)	Lots of engagement especially watching the examples of the Pompeii eruption and its timeline. Pupils decided how to organise and share work. Lots of collaboration and interesting work produced.
	Pupils discuss the Romans and what they think Doc will see when he is there. Discuss Roman Numerals. Have they ever seen them before? Where? Discuss why is it important to explain about them to Doc. Will he be able to	Use appropriate notation, symbols and units of measurement. (maths)	Use appropriate notation, symbols and units of measurement.			Pupils enjoyed this task but found it extremely challenging. Working on HTU was not so much of a problem but HA group found the larger numbers very difficult.



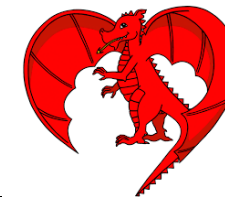
	work out the time? Directions etc? pupils to investigate Roman numerals.					
	<p>Pupils further investigate Mount Vesuvius. Look at examples of volcanic eruptions and the timeline of events that occur when Mount Vesuvius erupts. Make notes of the events to add to their research. Share with Ysgol Y Draig interesting and useful websites they have found. Use links and twitter to share.</p>	<p>Begin to explain the natural features of different localities. (Geog)</p> <p>Identify straightforward causes and consequences of change. (Geog)</p>	<p>Select and use information and ideas from texts. (reading)</p> <p>Accurately identify the main points and supporting information and texts. (reading)</p>	<ul style="list-style-type: none"> • Hwb+ • OneNote • Microsoft Word online • Discussions • Links • Internet search engine • Encyclopaedia Britannica • One drive 	<p>Contribute to a class account within an online community. (Online communities)</p> <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> <p>Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Lots of notes produced and information shared. Lots of relevant information found. Some even looked at Roman mythology. Great engagement.</p>



	<p>Pupils to be vulcanologists and prepare information to share. Using their research, pupils to create an animated gif showing the steps that occur for a volcano to erupt. Pupils need to ensure that the steps are accurate to inform others. Use Powerpoint to add crucial information to explain the animated gif and save the finished work as a movie so that the information can be played to explain how a volcano erupts. Pupils to peer coach the pupils who are finding the steps a challenge to complete. Pupils to share their work with each other, peer assess work. Share on hwb+.</p>	<p>Begin to explain the natural features of different localities. (Geog)</p> <p>Identify straightforward causes and consequences of change. (Geog)</p>	<p>Explain main ideas with supporting details, including observations and explanations where relevant. (writing)</p> <p>Use visual information, e.g. illustrations, diagrams, graphs, which are clear and relevant to the written text. (writing)</p>	<ul style="list-style-type: none"> • Hwb+ • Microsoft Powerpoint • Discussions • Links • Internet search engine • Encyclopaedia Britannica • One drive 	<p>Contribute to a class account within an online community. (Online communities)</p> <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> <p>With support and guidance choose from a range of options to create media. Some awareness of audience and purpose.</p>	<p>Fanastic task. The pupils loved creating animated gifs which they shared with year 5 pupils. They ensured that they were accurate and then used facts to embellish their gifs. They created movies so that it tells the story of a volcano. Lots of sharing and peer assessment.</p>
	<p>Pupils are given a problem to solve. “Will it be cheaper to make or buy pizzas for 30 people?” Pupils to decide how they will find out if we should make pizzas for the class or just buy them ready made. Pupils need to investigate and present their findings in whatever manner they choose. Pupils will need use the website of the local supermarket to compare prices, work out costs of bought and the ingredients needed to make pizzas. Pupils need to think about quantities. Pupils will then need to present the information in their chosen form.</p>	<p>Transfer mathematical skills to a variety of contexts and everyday situations. (maths)</p> <p>Identify the appropriate steps and information needed to complete the task or reach a solution. (Maths)</p> <p>Explain results and procedures clearly using mathematical language. (Maths)</p>	<p>Transfer mathematical skills to a variety of contexts and everyday situations.</p> <p>Identify the appropriate steps and information needed to complete the task or reach a solution.</p> <p>Explain results and procedures clearly using mathematical language.</p>	<ul style="list-style-type: none"> • Hwb+ • Microsoft Excel online • Internet search engine • One drive 	<p>Organise collected information.</p> <p>Input data into an electronic spreadsheet.</p> <p>Compare different charts and graphs, e.g. tables, pictogram, and can explain how different ones are used for different purposes. Can group data and sort for a given scenario.</p> <p>Continue to develop formal presentation skills using an increasing range of software/apps/devices.</p> <p>Publish work to controlled</p>	<p>Great task. Pupils were engrossed in finding out what they needed to make pizzas. Lots of discussions regarding amounts and what would be sensible. Pupils created excel lists and gave reasons why we should/shouldn't make or buy pizzas. Pupils very excited. Due to time restrictions then I would have ordered online or taken pupils to buy but they had to trust me with the job instead.</p>



					VLE.	
	<p>Cheaper to buy pizzas or make pizzas? Pupils to present their findings to the class. Which is cheaper? Should we go with the cheapest option or the one we think will be more fun? Class discuss all the findings and take a vote as to the option they would like to take. Devise a shopping list from the decision taken. What problems could we encounter when we go shopping? What should we do then?</p> <p>Pupils organise the shopping that they wanted from the shopping list they created. What steps are needed to create a pizza. Pupils to use their knowledge of instructional writing to work out what to do. Pupils to make the chosen pizzas of their choice using the topping choices they wanted. Pupils to eat the pizzas. Share their thoughts. Was it fun to make? How did the pizza taste? Was it easy to make? Using the till receipt pupils to calculate the overall cost of the ingredients and how much is cost per person to make.</p>	<p>Transfer mathematical skills to a variety of contexts and everyday situations. (maths)</p> <p>Identify the appropriate steps and information needed to complete the task or reach a solution. (maths)</p> <p>Explain results and procedures clearly using mathematical language. (maths)</p>	<p>Explain results and procedures clearly using mathematical language.</p> <p>Explain information and ideas using supportive resources, e.g. on screen and website based materials. (oracy)</p> <p>Transfer mathematical skills to a variety of contexts and everyday situations.</p> <p>Identify the appropriate steps and information needed to complete the task or reach a solution.</p> <p>Explain results and procedures clearly using mathematical language.</p>	<ul style="list-style-type: none"> • Hwb+ • OneNote • Microsoft excel online • One drive • Microsoft Word online 	<p>Organise collected information.</p> <p>Input data into an electronic spreadsheet.</p> <p>Compare different charts and graphs, e.g. tables, pictogram, and can explain how different ones are used for different purposes. Can group data and sort for a given scenario.</p> <p>Continue to develop formal presentation skills using an increasing range of software/apps/devices.</p> <p>Publish work to controlled VLE</p>	<p>Pupils presented their ideas very well and it was decided to make the pizzas. Pupils loved making the pizzas and enjoyed eating them too! 'Best pizza ever'. Pupils explored costs really well and worked out it cost 92p per person.</p>
	<p>Pupils have explored how a volcano erupts. Pupils to investigate how we could replicate a volcanic eruption. What could we use? How will we ensure it works? Pupils to write instructions with illustrations on how to make a volcano. Pupils to use the instructions created to make and erupt the volcano. Upload photographs to hwb+ to share.</p>	<p>Organise their writing into paragraphs. (Eng)</p> <p>Beginning to extend meaning and use different sentence structures. (Eng)</p>	<p>Use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text. (writing)</p>	<ul style="list-style-type: none"> • Hwb+ • OneNote • Microsoft Word online • Internet search engine • Encyclopaedia Britannica • One drive 	<p>Create, share and edit a cloud-based file, appropriately adding comments and responding to others' comments.</p> <p>Continue to develop formal presentation skills using an increasing range of software/apps/devices.</p> <p>Publish work to controlled</p>	<p>Brilliant task. Pupils created great instructions which were well written and illustrated well. Pupils loved making the volcanoes erupt. Some worked better than others.</p>



					VLE.	
	<p>Doc asked the pupils to warn the people of Pompeii about Mount Vesuvius and its impending eruption. Pupils to collaborate in pairs to create a written TV news report to warn the people of Pompeii and using greenscreen and Doink/imovie to create a news report to warn the people. Share their finished TV news report via videos on hwb+.</p>	<p>Organise their writing into paragraphs. (Eng)</p> <p>Beginning to extend meaning and use different sentence structures. (Eng)</p>	<p>Write an introduction, develop a series of ideas and conclusion.</p> <p>Adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language.</p>	<ul style="list-style-type: none"> • Hwb+ • Microsoft Word online • Internet search engine • Encyclopaedia Britannica • One drive • Greenscreen/Doink app/iMovie 	<p>Contribute to a class account within an online community. (Online communities)</p> <p>Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing)</p> <p>Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Great TV news reports produced. Pupils loved working on developing their ideas. News reports thought about the audience. Use of green screen was good and well thought out.</p>
	<p>Discuss with the pupils what we have found Pompeii. Pupils to organise their ideas and thoughts, blogging about the experiences of the week and what information they would like to share with Doc. Share work with peers and Ysgol y Ddraig.</p>	<p>Explore and use appropriately the different forms of writing on screen to interact with others, e.g. websites, emails, blogs. (Eng.)</p>	<p>Explore and use appropriately the different forms of writing on screen to interact with others, e.g. websites, emails, blogs.</p>	<ul style="list-style-type: none"> • Hwb+ • Blogs 	<p>Contribute to a class account within an online community. (Online communities)</p> <p>Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing)</p> <p>Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Great blogs of the week's activities. Lots of detail included and pupils are writing more with features such as paragraphs being used. Evidence on hwb+.</p>