



# Autumn 2 overview 2023

## Cycle A LKS2

Week	1	2	3	4	5	6	7
Week commencing	30.10.23	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23
History: The Stone Age	<p><b>Why is it called the Stone age?</b></p> <p><b>WALT:</b> To define the Stone Age and its different periods</p> <p><b>Key Question:</b> Why is it called the 'Stone age?'</p> <p><b>WILF:</b> I can explain why the period is called the 'Stone Age'</p> <p>I can recognise the long period of time of the Stone Age and where it fits within the wider historical context.</p> <p>I can name and sequence the three periods of the Stone age.</p> <p><b>Resources:</b> Teaching slides</p>	<p><b>What was life like in the old and middle Stone age?</b></p> <p><b>WALT:</b> To use sources to identify distinctive features of two time periods.</p> <p><b>Key Question:</b> What was life like in the old and middle Stone Age?</p> <p><b>WILF:</b> I can describe some differences and similarities in people's lives in the Old and Middle Stone Ages.</p> <p>I can use sources to reach conclusions about life in this period.</p> <p>I can reach a valid conclusion on the quality of life at this time.</p> <p><b>Resources:</b> Teaching slides</p>	<p><b>How much change happened in the New Stone Age?</b></p> <p><b>WALT:</b> To compare change between the Neolithic period and earlier periods.</p> <p><b>Key Question:</b> How much change happened in the New Stone Age?</p> <p><b>WILF:</b> I can distinguish between features of the different periods of the Stone Age.</p> <p>I can give possible reasons for the changes.</p> <p>I can produce valid conclusions about the significance of these changes.</p> <p><b>Resources:</b> Teaching slides</p> <p>Pupil resource – Features of the periods of the Stone Age</p>	<p><b>What can the village of Skara Brae tell us about life in Neolithic times?</b></p> <p><b>WALT:</b> To know about life in Neolithic times from investigating historical and archaeological sources.</p> <p><b>Key Question:</b> What can the village of Skara Brae tell us about life in Neolithic times?</p> <p><b>WILF:</b> I can use sources to reach conclusions about life in Neolithic times.</p> <p>I understand how archaeologists and historians use remaining evidence to interpret the past.</p> <p>I can make comparisons between family life in Neolithic times and today.</p> <p><b>Resources:</b> Teaching slides</p>	<p><b>Why did the Neolithic people build monuments?</b></p> <p><b>WALT:</b> To provide valid reasons for the existence of monuments.</p> <p><b>Key Question:</b> Why did the Neolithic people build monuments?</p> <p><b>WILF:</b> I can describe some of the key features of significant monuments.</p> <p>I understand that there are different interpretations of the sites.</p> <p>I can make valid inferences about people's beliefs at the time.</p> <p><b>Resources:</b> Teaching slides</p> <p>Pupil resource – Neolithic reconstruction drawing (from week 3)</p>	<p><b>Was great progress made in the Stone Age?</b></p> <p><b>WALT:</b> To perform a role play showing the extent of change during the Stone Age.</p> <p><b>Key Question:</b> Was great progress made in the Stone Age?</p> <p><b>WILF:</b> I know about some key areas of progress made during the Stone Age.</p> <p>I can communicate to others my understanding of change during the Stone Age.</p> <p>I can reach an overall judgement about the level of progress achieved during the Stone Age.</p> <p><b>Resources:</b> Teaching slides</p> <p>Key assessment opportunity</p>	Christmas Week

	<p>Pupil resource – Timeline cards</p> <p>Pupil resource – Nine artefacts</p> <p>Selected rubbish for activity 4 (optional)</p> <p>Genuine or replica Stone Age artefacts (optional, a local museum may be able to lend something)</p>	<p>Pupil resource – Nine artefacts (from week 1)</p> <p>Pupil resource – Reconstruction drawings (cut these resources in half and distribute separately)</p> <p>Pupil resource – Comparison table</p>	<p>Pupil resource – Neolithic reconstruction drawing</p> <p>Pupil resource – Reconstruction drawings (from week 2)</p> <p>Pupil resource – Fact file template (optional)</p> <p>Pupil resource – Comparison table (from week 2)</p>	<p>Pupil resource – Neolithic family mind map</p> <p>Pupil resource – Skara Brae images and artefacts</p> <p>Pupil resource – Skara Brae inference grid</p> <p>Pupil resource – Stone Age bread recipe</p> <p>Pupil resource – Features of the periods of the Stone Age (from week 3)</p>	<p>Pupil resource – Stonehenge storyboard</p>	<p>Unit quiz</p> <p>Any props for the role play</p>	
<p><b>Science</b></p> <p><b>How Does Your Garden Grow</b></p>	<p><b>WALT:</b> Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.</p> <p><b>WILF:</b> Children identify, name and describe the function of part of the plant.</p> <p>Children identify, name and describe the function of parts of plants in the locality.</p> <p>Children identify, name and describe the function of parts of the seedling.</p> <p><b>Resources:</b> PowerPoint Slides 1 to 6</p> <p>Selection of plants in pots</p> <p>Large sheets of paper</p> <p>Hand lens / digital microscope</p>	<p><b>WALT:</b> Investigate the way in which water is transported within plants.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p><b>WILF:</b> Children describe how the coloured water travelled up the tubes in the celery stem.</p> <p>Children carry out this comparative test and draw conclusions.</p> <p><b>Resources:</b> PowerPoint Slides 7 and 8</p> <p>Celery</p> <p>Containers of water</p> <p>Food dye</p> <p>Camera</p>	<p><b>WALT:</b> Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p><b>WILF:</b> Children use the question stems to ask questions about plants and seeds.</p> <p>Children can sort questions according to how they should be answered.</p> <p><b>Resources:</b> PowerPoint Slide 10</p> <p>PowerPoint Slide 11</p> <p>Plants, dead flowers and seeds for each group</p> <p>Sticky notes</p> <p>Question stem cards</p>	<p><b>WALT:</b> Explain the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p><b>WILF:</b> Children know that plants require air, water and nutrients (food) to grow.</p> <p>Children use their data and observations to answer the original question.</p> <p>Children can describe how different amounts of light affect the growth of a plant.</p> <p>Children record and use their data and observations to ask a new question.</p> <p><b>Resources:</b> PowerPoint Slide 12</p>	<p><b>WALT:</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>WILF:</b> Children identify and name different parts of a flowering plant.</p> <p>Children are able to explain the main parts of pollination.</p> <p><b>Resources:</b> Activity Resource 4.2</p> <p>PowerPoint Slides 13 to 15</p> <p>Flowers for each group, e.g. lilies</p> <p>Tweezers</p> <p>Scissors or knives</p> <p>Hand lenses or digital microscopes</p>	<p><b>WALT:</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><b>WILF:</b> Children describe the process using correct scientific vocabulary.</p> <p>Children are able to apply their knowledge of flower parts for pollination in different plants.</p> <p>Children collect and use data to answer questions about plants, pollination and pollinators in the school grounds.</p> <p><b>Resources:</b> ‘How does your garden grow?’ Word mat</p>	<p><b>WALT:</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>WILF:</b> Children identify and name different parts of a flower.</p> <p>Children use characteristics of seeds to classify.</p> <p>Children identify the key features of the seed and use appropriate materials to make a copy.</p> <p>Children describe the links between Velcro and seeds and research and present information about the inventor.</p> <p><b>Resources:</b> Activity Resource 4.2</p>

	<p>Books and other resources</p> <p>Activity Resource 4.1</p> <p>Sketchbooks</p> <p>Seeds such as radish or mustard</p> <p>Small growing containers, soil</p>	<p>Drinking straws</p> <p>Hand lens / digital microscope / visualiser</p> <p>Knife or scissors to cut celery</p>		<p>Quick-growing seeds</p> <p>Growing trays</p> <p>A range of materials to grow plants in, including soil, sand, stones, etc.</p> <p>Young plants at similar stage of growth</p> <p>Growing trays</p> <p>Light source (could be a window sill) and way of blocking out light for some plants</p> <p>Ruler to measure growth</p> <p>Camera to record results</p>	<p>Large sheets of paper</p> <p>Sticky tape</p> <p>PowerPoint Slides 16 to 18</p> <p>Flowers</p> <p>Cotton buds</p> <p>Video clip of pollination (e.g. Switched on Science, Second Edition video)</p> <p>Props for role play</p>	<p>Camera or sketchbooks to record different plants</p>	<p>Interactive activity: 'Flower Power'</p> <p>Activity Resource 4.3</p> <p>PowerPoint Slides 19 and 20</p> <p>A wide range of seeds as listed in activity notes</p> <p>Book or website app to help in identifying seeds</p> <p>Sticky notes</p> <p>Craft materials</p> <p>PowerPoint Slide 21</p> <p>Velcro®</p> <p>Seeds that stick to clothes / fur, e.g. seeds from cleavers and the burdock plant</p> <p>Hand lens / digital microscope</p>
<p><b>Art - Prehistoric Art</b></p>	<p><b>WALT:</b> To understand how prehistoric man made art, and to reflect this style in their work.</p> <p><b>WILF:</b> I can identify features that prehistoric paintings have in common</p> <p>I can describe why prehistoric people often painted animals</p> <p>I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate</p>	<p><b>WALT:</b> To scale up drawings and sketches in a different medium</p> <p><b>WILF:</b> I can identify key 2D shapes in an image</p> <p>I can scale up a drawing by sketching the simple shapes first</p> <p>I can successfully apply and blend charcoal to create form, tone and shape</p>	<p><b>WALT:</b> To experiment with the pigments in natural products to make different colours</p> <p><b>WILF:</b> I can identify and collect coloured natural items to paint with</p> <p>I can describe which natural items made the most successful colours, giving reasons</p> <p>I can create paints using all natural ingredients as prehistoric artists did</p>	<p><b>WALT:</b> To select and apply a range of painting techniques</p> <p><b>WILF:</b> I can mix paint to create a range of natural colours</p> <p>I can experiment with techniques to create different textures</p> <p>I can add fine detail using smaller brushes</p> <p><b>Resources:</b> Pupils' animal drawings from lessons 1 and 2 of</p>	<p><b>WALT:</b> To apply painting skills when creating a collaborative artwork</p> <p><b>WILF:</b> I can work in a group to create a large piece of artwork.</p> <p>I can create designs using both positive and negative impressions of my hand.</p> <p>I can create natural colours using paint.</p> <p><b>Resources:</b></p>	<p><b>WALT:</b></p> <p><b>WILF:</b></p> <p><b>Resources:</b></p>	<p><b>WALT:</b></p> <p><b>WILF:</b></p> <p><b>Resources:</b></p>

	<p><b>Resources:</b> Sketchbooks</p> <p>Coloured pencils and/or crayons</p> <p>Presentation: Line drawings and photos of native British animals (see Attention grabber)</p> <p>Presentation: Prehistoric art (see Main event)</p>	<p><b>Resources:</b> Their sketchbook animals from ‘Lesson 1: Exploring prehistoric art’</p> <p>Charcoal</p> <p>Large beige or grey sugar paper</p> <p>White chalk Optional: Earthy toned pastels</p> <p>Paper towels</p> <p>Hairspray or fixative (note: this should only be used in a well ventilated area, preferably outdoors)</p>	<p><b>Resources:</b> Sketchbooks</p> <p>Natural products to supplement what the children find</p> <p>Coloured spices such as turmeric, paprika, cinnamon, nutmeg</p> <p>Flour</p> <p>Water</p> <p>Brushes</p> <p>Plastic pots or cups</p> <p>Palettes for colour mixing</p> <p>Thick paper or card (one sheet per pupil)</p> <p>Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc</p> <p>PVA glue</p>	<p>the unit (see ‘Art and Design, Year 3, Prehistoric art, Lesson 1: Exploring prehistoric art’ and ‘Art and Design, Year 3, Prehistoric art, Lesson 2: Charcoal animals’)</p> <p>Pupils’ textured background from lesson 3 (see ‘Art and Design, Year 3, Prehistoric art, Lesson 3: Prehistoric palette’)</p> <p>Paintbrushes of varying sizes</p> <p>Poster paints</p> <p>Paint palettes</p> <p>Pencils</p> <p>Twig, elastic band and sponge (optional)</p>	<p>Sugar paper, wallpaper or lining paper</p> <p>Poster paint (child safe)</p> <p>Brushes</p> <p>Optional: rags, sponges, spray bottles, charcoal</p> <p>Link: 'GoogleArts and Culture: The drawings of the Chauvet cave'</p>		
<b>Music Vikings</b>		<p><b>WALT:</b> To sing in time with others</p> <p><b>WILF:</b> I can move and sing at the same time as my classmates</p> <p>I can learn new lyrics and follow a tune</p> <p>I can say what we need to do better next Time</p> <p><b>Resources:</b> <b>Watch</b> Teacher video: Here come the Vikings!</p>	<p><b>WALT:</b> To sing in time with others.</p> <p><b>WILF:</b> I can sing in time with the music.</p> <p>I can follow the tune.</p> <p>I can move in time to the music.</p> <p>I can identify how to improve my performance.</p> <p><b>Resources:</b> <b>Watch</b></p>	<p><b>WALT:</b> To recognise simple rhythmic notation by ear and by sight</p> <p><b>WILF:</b> I can recognise and name note rhythms when I hear them</p> <p>I can recognise and name note rhythms when I see them</p> <p><b>Resources:</b> <b>Watch</b> Teacher video: Viking notation</p>	<p><b>WALT:</b> To use simple rhythmic notation to compose a Viking battle song</p> <p><b>WILF:</b> I can perform rhythms accurately from notation</p> <p>I can layer rhythms to create a piece of music</p> <p>I can add instrumental sound effects to a piece of music</p> <p><b>Resources:</b> <b>Watch</b> Teacher video: Viking battle song</p>	<p><b>WALT:</b> To perform music with confidence and discipline</p> <p><b>WILF:</b> I can perform with confidence</p> <p>I can perform in time and in tune with others</p> <p><b>Resources:</b> <b>Watch</b> Teacher video: Here come the Vikings!</p> <p><b>Have ready</b> Untuned percussion instruments</p>	<p><b>WALT:</b></p> <p><b>WILF:</b></p> <p><b>Resources:</b></p>

		<p><b>Have ready</b> Presentation: Dragon Ships performance track audio (see Main event)</p> <p>Link: 'BBC Learning - Who were the Vikings?'</p> <p>A tablet/camera to record the performance</p> <p><b>Print</b> Activity: Dragon Ships lyrics (see Classroom resources) – one per pupil</p> <p>Activity: Dragon Ships sheet music (see Classroom resources) – one copy for the teacher</p>	<p>Teacher video: Sing like a Viking</p> <p><b>Have ready</b> Presentation: Dragon Ships backing track audio file (see Main event)</p> <p>Presentation: Dragon Ships performance track audio file (see Main event)</p> <p>Children’s copies of the Activity: Dragon Ships lyrics from ‘Lesson 1: Here come the Vikings’ (or see Classroom resources)</p> <p>Teacher’s copy of Dragon Ships sheet music from ‘Lesson 1: Here come the Vikings’ (or see Classroom resources)</p> <p>A tablet/camera to record the performance</p>	<p>Teacher video: Here come the Vikings!</p> <p>Teacher video: Sing like a Viking</p> <p><b>Have ready</b> Presentation: Dragon Ships backing track audio file (see Main event)</p> <p>Presentation: Dragon Ships performance track audio file (see Main event)</p> <p>Presentation: Viking notation (see Wrapping up)</p> <p>Activity: Viking notation handout (see Classroom resources) – one per pair of pupils</p> <p>Activity: Viking notation extension handout (see Classroom resources) – for pairs of pupils familiar with staff notation</p> <p>Children’s copies of the Activity: Dragon Ships lyrics from ‘Lesson 1: Here come the Vikings’ (or see Classroom resources)</p> <p>Teacher’s copy of the Activity: Dragon Ships sheet music from ‘Lesson 1: Here come the Vikings’ (or see Classroom resources)</p> <p>A tablet/camera to record the performance</p>	<p><b>Have ready</b> Untuned percussion instruments</p> <p>Presentation: Viking notation (see Attention grabber) – this is the same presentation as shown in ‘Lesson 3: Viking notation’</p> <p><b>Print</b> Activity: Viking rhythm flashcards (see Classroom resources) – cut out, one set of flashcards between group of four or five</p> <p>Activity: Viking notation extension flashcards (see Classroom resources) – cut out, one set of flashcards between group of four or five</p>	<p>Groups’ Activity: Viking notation flashcards and/or Activity: Viking notation extension flashcards from ‘Lesson 4: Viking song battle’ (they should be stuck down in order)</p>	
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<p><b>R.E.</b></p> <p><b>What do different people believe about God?</b></p>	<p><b>WALT/Key Question</b> ‘Seeing is Believing’ – is it? What do I think about believing in God?</p> <p><b>WILF:</b> Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p><b>WALT/Key Question</b> What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</p> <p>What do the stories of Moses and the Burning Bush and of Saint Paul’s conversion tell us about God in Christianity?</p> <p><b>WILF:</b> Describe some of the ways in which Christians describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p>	<p><b>WALT/Key Question</b> What do Muslims believe about Allah? (The Arabic word for God is Allah)</p> <p>What do Muslims believe about the Holy Quran, Allah’s gift to humanity?</p> <p><b>WILF:</b> Describe some of the ways in which Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p><b>WALT/Key Question</b> How do Hindu people show what they believe about gods and goddesses?</p> <p>Why are three of the gods of the Hindu way especially important?</p> <p><b>WILF:</b> Describe some of the ways in which Hindus describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p><b>WALT/Key Question</b> What difference does it make to life if you believe there is no God? Finding out about Humanism</p> <p><b>WILF:</b> Ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God. (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe there is no God (B1).</p>	<p><b>WALT/Key Question</b> What are the similarities and differences between different ideas about God?</p> <p><b>WILF:</b> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p><b>WALT/Key Question</b> What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these)</p> <p><b>WILF:</b> Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>
<p><b>P.E. - Gymnastics</b></p>	<p><b>WALT:</b> To be able to create interesting point and patch balances.</p> <p><b>WILF:</b> Hold your balance for 5 seconds.</p> <p>Make your balances interesting by using different levels and body parts to balance on.</p> <p><b>Resources:</b> Mats x 15</p>	<p><b>WALT:</b> To develop point and patch balances on apparatus.</p> <p><b>WILF:</b> Hold your balance for 5 seconds.</p> <p>Make your balances interesting by using different levels and body parts to balance on.</p>	<p><b>WALT:</b> To develop stepping into shape jumps with control.</p> <p><b>WILF:</b> Land with knees bent.</p> <p>Look straight ahead when you jump.</p> <p><b>Resources:</b> Base stations x 15</p> <p>Mats x 15</p>	<p><b>WALT:</b> To develop stepping into shape jumps using apparatus.</p> <p><b>WILF:</b> Land with knees bent.</p> <p>Look straight ahead when you jump.</p> <p><b>Resources:</b> Agility Table x 3</p> <p>Base Stations x 18</p>	<p><b>WALT:</b> To develop the straight, barrel, and forward roll.</p> <p><b>WILF:</b> Barrel roll - keep your knees tucked into your chest.</p> <p>Forward roll - tuck your chin into chest.</p> <p>Straight roll - roll from an arch to a dish.</p> <p><b>Resources:</b></p>	<p><b>WALT:</b> To include rolls in sequence work using apparatus.</p> <p><b>WILF:</b> Barrel roll - keep your knees tucked into your chest.</p> <p>Forward roll - tuck your chin into chest.</p> <p>Straight roll - roll from an arch to a dish.</p>	<p><b>WALT:</b> To be able to transition smoothly into and out of balances.</p> <p><b>WILF:</b> Choose actions that are on the same or similar level to move into and out of balances smoothly.</p> <p><b>Resources:</b> Mats x 15</p>

	<p>Basics Shapes document</p> <p>Point and Patch balances document</p> <p>Stretches for gymnastics document</p> <p>Ways to travel Document</p>	<p><b>Resources:</b> Agility Table x 3</p> <p>Base Stations x 24</p> <p>Benches x 3</p> <p>Mats x 15</p> <p>Basics Shapes document</p> <p>Body Bingo document</p> <p>Point and Patch balances document</p> <p>Stretches for gymnastics document</p> <p>Ways to travel Document</p>	<p>Star jump video</p> <p>Straight jump video</p> <p>Stretches for gymnastics document</p> <p>Tuck jump video</p>	<p>Benches x 3</p> <p>Mats x 9</p> <p>Star jump video</p> <p>Straight jump video</p> <p>Stretches for gymnastics document</p> <p>Tuck jump video</p> <p>Ways to travel Document</p>	<p>Mats x 15</p> <p>Barrel roll video</p> <p>Forward roll video</p> <p>Forward roll to seated shape video</p> <p>Forward roll to standing shapes video</p> <p>Straight roll video</p> <p>Stretches for gymnastics document</p>	<p><b>Resources:</b> Base stations x 7</p> <p>Mats x 15</p> <p>Lucky dip document</p> <p>Stretches for gymnastics document</p> <p>Agility table</p> <p>Benches</p>	<p>Stretches for gymnastics document</p>
<b>P.E. – Tag Rugby</b>	<p><b>WALT:</b> To develop throwing, catching and running with the ball.</p> <p><b>WILF:</b> Create a ‘W’ shape on the ball with your fingers.</p> <p>Hold the long sides of the ball.</p> <p>Watch the ball as it is coming towards you.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 15 Team bands x 7 Passing (Video) Stretches for Games(PDF)</p>	<p><b>WALT:</b> To develop an understanding of how to defend using tagging rules.</p> <p><b>WILF:</b> Do not block or protect your tags.</p> <p>Pass the ball if you have been tagged.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 15 Tag Rugby Belts x 10 Tagging (Video) Stretches for Games(PDF)</p>	<p><b>WALT:</b> To begin to use the ‘forward pass’ and ‘offside’ rule.</p> <p><b>WILF:</b> Get into a position behind or to the side of the ball carrier to support them.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 15 Tag Rugby Belts x 30 Pass and Run (Video) Stretches for Games(PDF)</p>	<p><b>WALT:</b> To develop movement skills to dodge a defender.</p> <p><b>WILF:</b> Push off your outside foot to change direction.</p> <p>Run to space where there are no defenders.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 10 Tag Rugby Belts x 30 Team bands x 16 Stretches for Games(PDF)</p>	<p><b>WALT:</b> To track an opponent and begin to defend as a team.</p> <p><b>WILF:</b> Use small steps to be able to change direction quickly and track the attacker.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 15 Tag Rugby Belts x 30 Team bands x 16 Tag Rugby Rules (PDF) Stretches for Games(PDF) Base Stations</p>	<p><b>WALT:</b> To apply the rules and skills you have learnt and play in a tag rugby tournament.</p> <p><b>WILF:</b> In between matches discuss with your team how you can improve for your next match.</p> <p>Use the rules you have learnt to play fairly.</p> <p><b>Resources:</b> Cones x 30 Rugby balls x 3 Tag Rugby Belts x 30 Team bands x 30 Tag Rugby Rules (PDF) Score Sheet for 4/6 games (PDF) Stretches for Games(PDF)</p>	
<b>Computing Scratch</b>	<b>WALT:</b>	<b>WALT:</b>	<b>WALT:</b> To program an animation.	<b>WALT:</b> To program a story.	<b>WALT:</b> To program a game.	<b>WALT:</b> To program a game. Pt2	



	<p>To explore a programming application.</p> <p><b>WILF:</b> I can identify that Scratch is a coding application.</p> <p>I can predict what I think different code will do.</p> <p>I can explore an application independently.</p> <p><b>Resources:</b> Presentation: Tinkering with Scratch.</p> <p>Devices with internet access (one between two).</p> <p>Link: Assessment – Computing Y3: Programming: Scratch (optional – see Attention grabber).</p> <p>Link: What's new in Scratch on VideoLink.*</p> <p>Link: Scratch.*</p>	<p>To use repetition (a loop) in a program.</p> <p><b>WILF:</b> I can understand and explain what a loop is.</p> <p>I can recognise when a loop is used.</p> <p>I can choose an appropriate loop.</p> <p><b>Resources:</b> Presentation: Gimme five!</p> <p>Presentation: Using loops.</p> <p>Presentation: Making music.</p> <p>Devices with internet access (one between two).</p> <p>Link: Scratch</p>	<p><b>WILF:</b> I can decompose a project.</p> <p>I can plan what I want to happen.</p> <p>I can select the blocks to make that happen.</p> <p><b>Resources:</b> Presentation: Range of answers.</p> <p>Presentation: What is an animation?</p> <p>Presentation: Making an animation.</p> <p>Devices (one between two).</p> <p>Link: Scratch - Lost in space animation.*</p> <p>Link: Code Club - Lost in space.*</p> <p>Link: Scratch - Project notes.*</p> <p>Link: Scratch.*</p>	<p><b>WILF:</b> I can choose appropriate blocks.</p> <p>I can continue someone else's program.</p> <p>I can debug my own program.</p> <p><b>Resources:</b> Presentation: Anagrams.</p> <p>Presentation: Storytelling.</p> <p>Presentation: Storytelling remix.</p> <p>Whiteboard and pen (one each – optional, see Recap and recall).</p> <p>Devices with internet access (at least one between two).</p> <p>Link: Scratch - Storytelling.*</p> <p>Link: Scratch.*</p>	<p><b>WILF:</b> I can explain the purpose of an algorithm.</p> <p>I can decompose a problem.</p> <p>I can use an algorithm to code a program.</p> <p><b>Resources:</b> Presentation: Brain dump.</p> <p>Presentation: Algorithm and decomposition.</p> <p>Presentation: Programming a game.</p> <p>Whiteboard and pen (one each).</p> <p>Devices with internet access (one between two).</p> <p>Scissors (one each).</p> <p>Link: Assessment – Computing Y3: Programming: Scratch (optional – see Wrapping up).</p> <p>Link: Scratch - Robot Bop game.*</p> <p>Link: Scratch.*</p>	<p><b>WILF:</b> I can explain the purpose of an algorithm.</p> <p>I can decompose a problem.</p> <p>I can use an algorithm to code a program.</p> <p><b>Resources:</b> Presentation: Brain dump.</p> <p>Presentation: Algorithm and decomposition.</p> <p>Presentation: Programming a game.</p> <p>Whiteboard and pen (one each).</p> <p>Devices with internet access (one between two).</p> <p>Scissors (one each).</p> <p>Link: Assessment – Computing Y3: Programming: Scratch (optional – see Wrapping up).</p> <p>Link: Scratch - Robot Bop game.*</p> <p>Link: Scratch.*</p>	