



Spring 2 overview 2024

Cycle A LKS2

| Week  | 1  | 2  | 3  | 4   | 5   | 6 | 7 |
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| Week commencing                             | 26.02.24   | 04.03.24   | 11.03.24   | 18.03.24  | 25.03.24  |   |   |
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| History:<br>The Bronze Age and the Iron Age | <p><b>WALT:</b><br/>Lesson 1</p> <p>WALT: understand the importance of the improvements made by using bronze</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>● I can locate the Bronze Age on a timeline.</li> <li>● I can describe some key features of the Bronze Age.</li> <li>● I can explain why changes in the Bronze Age impacted people's lives.</li> </ul> <p><b>Resources:</b><br/>Slides</p> | <p><b>WALT:</b><br/>Lesson 2</p> <p>WALT: use sources to find out more about the bronze age life.</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>● I can work out information about the Bronze Age from using sources.</li> <li>● I know and understand about aspects of life in the Bronze Age.</li> <li>● I can organise and present information from my research.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> </ul> | <p><b>WALT:</b><br/>Lesson 3</p> <p>WALT: reach a conclusion about the scale of the achievements made in the Iron Age<br/><b>Poles.</b></p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>● I can identify important features about the Iron Age.</li> <li>● I can explain why there are differing viewpoints about the Iron Age.</li> <li>● I can support my opinions with accurate information.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> </ul> | <p><b>WALT:</b><br/>Lesson 4</p> <p>WALT: make comparisons between home life in the Bronze Age and the Iron Age.</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>● I can find similarities and differences between Bronze Age and Iron Age houses and home life.</li> <li>● I can make an informed decision about which period was better.</li> <li>● I can explain which sources provide evidence about homes in these periods.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> </ul> | <p><b>WALT:</b><br/>Lesson 5</p> <p>WALT: understand the dangers faced in Bronze and Iron Age Britain.</p> <p>Lesson 6<br/>WALT: reach an overall judgement comparing the Iron Age to the Bronze Age.</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>● I can identify some of the dangers Bronze and Iron Age people faced.</li> <li>● I can explain some of the ways people at this time protected themselves.</li> <li>● I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages.</li> <li>● I can describe key features of life in the Bronze and Iron Ages.</li> <li>● I can explain several reasons why one time period was more</li> </ul> |   |   |

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|   |  |  |  |  | <p><b>impressive than the other.</b></p> <ul style="list-style-type: none"> <li>● I can support my opinions with evidence.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> </ul>   |  |  |
| <p><b>Science:</b><br/><b>Light and Shadow</b></p>              | <p><b>Lesson 1</b><br/>WALT: recognise that they need light in order to see things and that dark is the absence of light.</p> <p><b>WILF:</b><br/>I can set up simple practical enquiries, comparative and fair tests.</p> <p><b>Resources</b><br/>Shoe boxes to make darkness boxes</p> <p>Objects to go in the darkness box</p> <p>Clip to watch</p> <p>Light sources song</p> | <p><b>Lesson 2</b><br/>WALT: understand that light is reflected from surfaces</p> <p><b>WILF:</b><br/>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p>I can report on the findings of enquiries, including oral and written explanations, displays or presentations or results of conclusions.</p> <p><b>Resources</b><br/>Torches</p> <p>Mirrors</p> | <p><b>Lesson 3</b><br/>Which materials is best for making shadows?</p> <p><b>WILF:</b><br/>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p><b>Resources</b><br/>PowerPoint slides 11 to 13</p> <p>A range of materials including some that are opaque, transparent or translucent</p> <p>Task</p> | <p><b>Lesson 4</b><br/>How is Black Rabbit's shadow made?</p> <p><b>WILF:</b><br/>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p><b>Resources</b><br/>Torches</p> <p>Opaque material to make a rabbit puppet</p> <p>Resource sheet 3.5</p> | <p><b>Lesson 5</b><br/>WALT: find patterns in the way that the sizes of shadows change.</p> <p><b>WILF:</b><br/>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p>I can report on the findings of enquiries, including oral and written explanations, displays or presentations or results of conclusions.</p> <p><b>Resources</b><br/>Sunny day!</p> <p>Chalk</p> <p>Camera/Tablet</p> |  |  |
| <p><b>Art and Design:</b><br/><b>Formal Elements of Art</b></p> | <p><b>WALT:</b><br/>To recognise and draw simple geometric shapes found in everyday objects</p> <p><b>WILF:</b><br/>I can recognise and accurately draw simple shapes in objects</p> <p>I can identify objects made from shapes in my environment and</p>  | <p><b>WALT:</b><br/>To recognise and apply geometry when drawing</p> <p><b>WILF:</b><br/>I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'</p> <p>I can see basic geometrical shapes ( such as circles</p>  | <p><b>WALT:</b><br/>To create and form shapes using soft modelling wire</p> <p><b>WILF:</b><br/>I can bend, manipulate and join wire to create the shape of a fish</p> <p>I can use smaller pieces of wire to add features</p>   | <p><b>WALT:</b><br/>To apply even layers of pencil tone when shading</p> <p><b>WILF:</b><br/>I can describe what 'tone' means in art (the light and dark areas of an object or artwork)</p> <p>I can hold my pencil correctly to shade</p> <p>I can apply the four rules of shading:</p>                                   | <p><b>WALT:</b><br/>To show tone by shading</p> <p><b>WILF:</b><br/>I know that 'tone' refers to the light and dark areas of an object or artwork</p> <p>I am able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading</p>   |  |  |

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|                       | <p>draw from observation</p> <p>I know that:</p> <ul style="list-style-type: none"> <li>- In nature objects are usually formed from wavy lines</li> <li>- Man-made objects consist of straight lines</li> </ul> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Presentation: Simple shapes</p> <p>Pencils (one per pupil)</p> <p>A4 Paper or sketchbooks</p> <p>Cameras or tablets for taking photos</p> <p><b><u>Print</u></b><br/>Presentation: Simple shapes to sketch activity – one set for two tables to share</p> | <p>and squares) when I draw objects</p> <p>I can use these shapes to help me draw, design and decorate more accurately</p> <p>I can use guidelines to help set out and construct more complicated images from observation</p> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Presentation: Geometry</p> <p>Drinks cans (one per pair of pupils)</p> <p>Pencils</p> <p>Rubbers</p> <p>A4 Paper or sketchbooks</p> <p>Colouring pencils</p> | <p>I can work safely with the tools and equipment I am using</p> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Approximately 60cm of 1mm thick plastic coated wire per pupil</p> <p>Pipe cleaner as an alternative to wire for some children</p> <p>Masking tape (one to two rolls per table)</p> <p>Scissors (one pair between two pupils)</p> <p>A few pairs of small pliers if possible</p> <p><b><u>Print</u></b><br/>Activity: Fish templates 1 and 2 – one per pupil, each copy inside a plastic wallet</p> <p>Activity: Wire techniques – between two pupils</p> | <ul style="list-style-type: none"> <li>- Shading in one direction</li> <li>- Creating smooth, neat, even tones</li> <li>- Leaving no gaps</li> <li>- Ensuring neat edges when filling a shape</li> </ul> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Presentation: Four rules of shading</p> <p>HB pencils (one per pupil)</p> <p>Scrap paper or sketchbooks</p> <p>A4 cartridge paper as required</p> <p><b><u>Print</u></b><br/>Activity: Four rules of shading – one per pupil</p> | <p>I can blend tones gradually so that there aren't any sudden changes from dark to light</p> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Presentation: Shading from light to dark</p> <p>HB pencils (one per pupil)</p> <p>Shading pencils (2B, 4B, 6B) if you have them</p> <p><b><u>Print</u></b><br/>Activity: Warm-up exercise – one per child</p> <p>Activity: Shading from light to dark – you will need one creature picture for each child plus some extras for fast finishers</p> |  |  |
| <b>Music: Ballads</b> | <p><b>WALT:</b><br/>To use musical vocabulary to explain the stylistic features of a ballad.</p> <p><b>WILF:</b><br/>I can name the key features of a ballad.</p> <p>I can use musical vocabulary to describe the features of a ballad.</p>  | <p><b>WALT:</b><br/>To explore how actions can impact performance.</p> <p><b>WILF:</b><br/>I can remember the lyrics and tune of a new song.</p> <p>I can perform the song with actions.</p> <p>I understand what a ballad is and can sing in that style.</p>   | <p><b>WALT:</b><br/>To plan a musical structure inspired by a story.</p> <p><b>WILF:</b><br/>I can write sentences to accompany a storyline.</p> <p>I can summarise a story.</p> <p><b>Resources</b><br/><b><u>Have ready</u></b><br/>Presentation: 3, 2, 1.</p>   | <p><b>WALT:</b><br/>To create lyrics that match a melody.</p> <p><b>WILF:</b><br/>I can contribute to lyrics written by the class.</p> <p>I can write lyrics which rhyme.</p> <p>I can write short sentences to create a story.</p> <p><b>Resources</b></p>  | <p><b>WALT:</b><br/>To show awareness of style, structure and features to perform a ballad.</p> <p><b>WILF:</b><br/>I can write nonsense words to fill time in my ballad.</p> <p>I can accurately perform my lyrics with confidence.</p> <p><b>Resources</b></p>   |  |  |

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|   | <p>I can learn the lyrics of a song and use actions to help me remember it.</p> <p>I can follow the tune of a ballad.</p> <p><b>Resources</b><br/><b>HAVE READY</b><br/>Link: 'Space oddity by David Bowie' on VideoLink.</p> <p>Link: 'Unchained melody by The Righteous Brothers' on VideoLink.</p> <p>Link: 'On my own by Samantha Barks' on VideoLink.</p> <p>Link: 'Everything I do by Brian Adams' on VideoLink.</p> <p>Link: 'I will always love you by Whitney Houston' on VideoLink.</p> <p>A copy of a story or poem which rhymes, such as a book by Julia Donaldson.</p> <p><b>PRINT IN ADVANCE</b><br/>Activity: Blank storyboards (one each).</p> | <p><b>Resources</b><br/><b>Have ready</b><br/>Presentation: Speak like an expert.</p> <p>Link: 'Everything I do by Brian Adams' on VideoLink.</p> <p>Link: 'Space oddity by David Bowie' on VideoLink.</p>   | <p>Link: 'Space oddity by David Bowie' on VideoLink.</p> <p>Link: 'Soar by Alyce Tzue' on VideoLink.</p> <p><b>Print</b><br/>Activity: 10 summary sentences (pre-cut - see Adaptive teaching).</p> <p>Activity: Story mountain template for ballads (one each).</p> <p>Activity: Complete story mountain (for teacher reference).</p> | <p><b>Have ready</b><br/>Presentation: Soar.</p> <p>Link: Writing on the Wall by Sam Smith on VideoLink.</p> <p>Link: Diamonds by Rihanna on VideoLink.</p> <p>Link: Run by Leona Lewis on VideoLink.</p> <p>Link: Winds of Changes by The Scorpions on VideoLink.</p> <p>Link: Hello by Adele on VideoLink.</p> <p>A karaoke version of your chosen song, available on Spotify/Amazon Music/iTunes/YouTube (see Attention grabber).</p> <p>Link: Soar by Alyce Tzue on VideoLink.</p> <p><b>Print</b><br/>Activity: Storyboard (one each or one per group).</p> | <p><b>Have Ready</b><br/>Presentation: Keyword.</p> <p>Audio: Octopus.</p> <p>A karaoke version of your chosen song from Lesson 4 – Writing lyrics, available on Spotify/Amazon Music/iTunes/YouTube.</p> <p>Link:Assessment Music: Ballads.</p> <p>Link on VideoLink: Soar by Alyce Tzue.</p> |  |  |
| <p><b>R.E.</b><br/><b>Why are festivals important to religious communities?</b></p> | <p><b>KEY QUESTION</b><br/><b>What is worth celebrating?</b></p> <p><b>WALT:</b><br/>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Explore and suggest ideas about what is worth</p>  | <p><b>KEY QUESTION</b><br/><b>What do Christians celebrate at Easter?</b></p> <p><b>WALT:</b><br/>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters</p> | <p><b>KEY QUESTION</b><br/><b>Why is Divali significant to Hindus?</b></p> <p><b>WALT:</b><br/>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters</p>   | <p><b>KEY QUESTION</b><br/><b>Why do Muslims celebrate at the end of Ramadan?</b></p> <p><b>WALT:</b><br/>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p>  | <p><b>KEY QUESTION</b><br/><b>Why do Jewish people celebrate Pesach every year?</b></p> <p><b>WALT:</b><br/>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p>  |  |  |

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|   | <p>celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>WILF:</b><br/>Look for similarities and differences between religious and non-religious Celebrations</p> <p>Think of reasons why some people choose to celebrate significant events</p>  | <p>most to believers in festivals (B2).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>WILF:</b><br/>Describe three things that make Holy Week a special time for Christians</p> <p>Describe what three symbols tell us about the story of Easter</p> <p>How to connect stories, symbols and beliefs with what happens at Easter</p> | <p>most to believers in festivals (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p><b>WILF:</b><br/>Retell the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Divali</p> <p>Make links between the story of Rama and Sita at Divali and the idea of overcoming evil in life today</p> <p>Consider questions such as who influences me to be good or bad?</p> <p>Look for similarities and differences between the way Divali is celebrated by different people and Divali and another festival</p> | <p>Ask questions and give ideas about what matters most to believers in festivals (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated= within and between religions (A3).</p> <p><b>WILF:</b><br/>Describe the similarities and differences between Id and Easter</p> <p>Consider questions such as is it hard to make sacrifices? Are links between being generous and being self-disciplined?</p> <p>Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice</p> <p>Think of reasons why Muslims celebrate Id ul Fitr</p> <p>Describe ways in which Ramadan and Eid show commitment to Allah</p> | <p>Ask questions and give ideas about what matters most to believers in festivals (B2).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>WILF:</b><br/>Describe the link between a selection of Pesach symbols and the story of Pesach</p> <p>Give simple reasons for why Jewish people celebrate Pesach annually</p> <p>Make links between the ideas of Pesach e.g. sacrifice, hope, sadness or joy and their own life</p> |   |  |
| <b>P.E Games OAA (Year 3 Unit) Field/Playground</b> | <p><b>WALT:</b><br/>To develop co-operation and teamwork skills.</p> <p><b>WILF:</b><br/>Be clear and descriptive with your instructions.</p> <p>Listen carefully to your teammates' instructions.</p> <p><b>Social: To communicate with teammates and put forward ideas.</b></p> <p><b>Emotional: To show determination to complete a challenge.</b></p> | <p><b>WALT:</b><br/>To develop trust and teamwork.</p> <p><b>WILF:</b><br/>Be clear and descriptive with your instructions.</p> <p><b>Social: To communicate with my team sharing and reflecting on tactics.</b></p> <p><b>Emotional: To trust in others.</b></p>  | <p><b>WALT:</b><br/>To involve all team members to work towards a shared goal.</p> <p><b>WILF:</b><br/>Think about the limitations set on other team members and how you could support them.</p> <p><b>Social: To be inclusive of others.</b></p>   | <p><b>WALT:</b><br/>To develop trust whilst listening to others and following instructions.</p> <p><b>WILF:</b><br/>Listen carefully to your teammates' instructions.</p> <p><b>Social: To collaborate with others to create a strategy.</b></p> <p><b>Emotional: To show honesty when playing.</b></p>  | <p><b>WALT:</b><br/>To be able to identify objects, draw and follow a simple map.</p> <p><b>WILF:</b><br/>Look carefully at the map and ask teammates if you need help.</p> <p><b>Social: To discuss and decide on roles for each of my team members.</b></p>   | <p><b>OPTIONAL EXTRA WALT:</b><br/>To draw a route using directions, orientate a map and navigate around a grid.</p> <p><b>WILF:</b><br/>Turn your map as you move so that the correct colour cone is in front of you in real and on the map.</p> |  |

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|   | <p><b>Thinking:</b> To use critical thinking to solve a problem.</p> <p><b>Resources:</b><br/>Benches x 4</p>   | <p><b>Thinking:</b> To evaluate the effectiveness of my tactics and make changes.</p> <p><b>Resources:</b><br/>Blindfolds x 6</p> <p>Cones x 30</p> <p>Pencils x 6</p> <p>Action Words document</p> | <p><b>Emotional:</b> To have the confidence to share my ideas.</p> <p><b>Thinking:</b> To reflect on a tactic and make changes where necessary.</p> <p><b>Resources:</b><br/>Hoops x 14</p> <p>Cones x 30</p> <p>Team bands x 5</p> <p>Tennis balls x 42</p> <p>Playground balls</p> | <p><b>Thinking:</b> To create use and adapt tactics.</p> <p><b>Resources:</b><br/>Blindfolds x 20</p> <p>Cones x 30</p> <p>Hoops x 10</p> <p>Racquets x 30</p> <p>Tennis balls x 30</p>                | <p><b>Emotional:</b> To be confident to share my ideas.</p> <p><b>Thinking:</b> To create a route for others to use.</p> <p><b>Resources:</b><br/>Cones x 30</p> <p>Hoops x 7</p> <p>Mats x 7</p> <p>Pencils x 7</p> <p>Skipping ropes x 7</p> <p>OAA reading symbols document</p> | <p><b>Social:</b> To be inclusive of others and listen to their ideas.</p> <p><b>Emotional:</b> To be confident to share my ideas.</p> <p><b>Thinking:</b> To use a map to travel a given route.</p> <p><b>Resources:</b><br/>Cones:<br/>Blue x 5</p> <p>Red x 5</p> <p>Orange x 5</p> <p>Green x 5</p> <p>Yellow x 5</p> <p>Pencils x 10</p> <p>Design your own course document</p> <p>Practice route document</p> <p>Year 3 answer sheet routes 1-12 document</p> <p>Y3 routes document</p> <p>Y3 worksheet document</p> |  |
| <p><b>P.E. – Yoga (Year 3 Unit)</b><br/><b>- Hall</b></p> | <p><b>WALT:</b><br/>To explore poses that challenge my balance.</p> <p><b>WILF:</b><br/>Keep your focus on something stationary.</p> <p>Move slowly and with control into the pose so</p> | <p><b>WALT:</b><br/>To create a flow using poses that challenge my balance.</p> <p><b>WILF:</b><br/>Breathe in and out slowly when in your yoga poses.</p>  | <p><b>WALT:</b><br/>To explore poses that challenge my flexibility.</p> <p><b>WILF:</b><br/>As you breathe out, stretch a little further.</p> <p>Keep your focus on something stationary.</p>  | <p><b>WALT:</b><br/>To create a flow using poses that challenge my flexibility.</p> <p><b>WILF:</b><br/>As you breathe out, stretch a little further.</p> <p>Use your breath to help with control.</p> | <p><b>WALT:</b><br/>To explore poses that challenge my strength.</p> <p><b>WILF:</b><br/>Keep your focus on something stationary.</p> <p>Spread your weight evenly over your contact points.</p>   |  |  |

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|                                     | <p>that you are stable when balancing.</p> <p>Use the whole body part in contact with the floor to help with balance.</p> <p><b>Social: To work with others to suggest poses.</b></p> <p><b>Emotional: To show an honesty when playing games.</b></p> <p><b>Thinking: To understand how to order poses.</b></p> <p><b>Resources:</b><br/>Yoga mat x 30</p> <p>Calm audio</p> <p>Y3 Balance poses document</p> | <p>Keep your focus on something stationary.</p> <p>Use the whole body part in contact with the floor to help with balance.</p> <p><b>Social: To share ideas with others.</b></p> <p><b>Emotional: To be confident to demonstrate a pose.</b></p> <p><b>Thinking: To select and apply poses that link well together.</b></p> <p><b>Resources:</b><br/>Yoga mat x 30</p> <p>Journey audio</p> <p>Y3 Balance poses document</p> <p>Y3 All Balance poses document</p> <p>Sort it! Document</p> | <p>Move slowly and with control into the pose so that you are stable when balancing.</p> <p><b>Social: To work safely around others.</b></p> <p><b>Emotional: To be confident to lead.</b></p> <p><b>Thinking: To identify areas of strength and areas for development.</b></p> <p><b>Resources:</b><br/>Yoga mat x 30</p> <p>Dream audio</p> <p>Y3 Flexibility poses document</p> | <p><b>Social: To discuss and share ideas as a group.</b></p> <p><b>Emotional: To show awareness of others thoughts and feelings.</b></p> <p><b>Thinking: To identify how flexibility can help me.</b></p> <p><b>Resources:</b><br/>Yoga mat x 30</p> <p>Stars audio</p> <p>Y3 Flexibility poses document</p> <p>Pairs document</p> | <p>Use different muscles and body parts to hold different poses.</p> <p><b>Social: To work safely with and around others.</b></p> <p><b>Emotional: To show perseverance to hold my poses for a longer period of time.</b></p> <p><b>Thinking: To understand and apply teaching points to perform poses.</b></p> <p><b>Resources:</b><br/>Yoga mat x 30</p> <p>Clouds audio</p> <p>Y3 Strength poses document</p> <p>Y3 All Strength poses document</p> |  |  |
| <b>Computing<br/>Website design</b> | <p><b>WALT:</b><br/>To explore the features of Google Sites.</p> <p><b>WILF:</b><br/>I can create a webpage using Google Sites.</p> <p>I can add content to a webpage.</p> <p>I can use a range of features in Google Sites and record my progress.</p> <p><b>Resources:</b><br/><b>Have ready</b></p>  | <p><b>WALT:</b><br/>To plan content for a collaborative webpage.</p> <p><b>WILF:</b><br/>I can plan the content for my webpage.</p> <p>I can use different features on Google sites.</p> <p>I can work collaboratively.</p> <p><b>Resources:</b><br/><b>Have ready</b><br/>A pre-prepared website home page within Google Sites (to be shared with the class).</p>   | <p><b>WALT:</b><br/>To create a webpage as part of a collaborative class website.</p> <p><b>WILF:</b><br/>I can build a webpage.</p> <p>I can include many features of Google Sites.</p> <p>I can make my page informative and interactive.</p> <p><b>Resources:</b><br/><b>Have ready</b><br/>A device (one each).</p>  | <p><b>WALT:</b><br/>To plan and create a website.</p> <p><b>WILF:</b><br/>I can plan a website in detail, considering the Google Sites features that I will include.</p> <p>I can start to build a website based on my designs.</p> <p>I can consider information that other people would find useful and interesting.</p>         | <p><b>WALT:</b><br/>To create and evaluate a website.</p> <p><b>WILF:</b><br/>I can build a website with four web pages.</p> <p>I can use a range of features on Google Sites.</p> <p>I can evaluate a website.</p> <p><b>Resources:</b><br/><b>Have ready</b><br/>Presentation: Creating my website.</p>  |  |  |

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|  | <p>Presentation: Getting to know Google Sites.</p> <p>A device (one each).</p> <p>Whiteboards and pens (one each).</p> <p>Access to a Google account (one each).</p> <p>Link: Google Sites</p> <p><b>Print in advance</b><br/>Activity: Google Sites checklist (one each).</p> <p>Resource: Making a website help sheet (one between two).</p> | <p>Link: Google Sites.</p> <p>Link: Love Reading 4 Kids</p> <p><b>Print in advance</b><br/>Activity: Book review plan (one each).</p> <p>Activity: Book review plan (support-see Differentiation).</p> <p>Resource: Making a website help sheet (one between two).</p> | <p>Link: Google Sites</p> <p><b>Print in advance</b><br/>Resource: Making a website help sheet (one between two).</p> <p>Activity: Google Sites checklist (one each).</p> | <p><b>Resources:</b><br/><b>Have ready</b><br/>Presentation: Planning my website.</p> <p>Choose a topic from another area of the curriculum to create websites about.</p> <p>Link: Google Sites.</p> <p><b>Print in advance</b><br/>Activity: Planning my Google Site (one each).</p> <p>Activity: Google Sites design sheet (one each).</p> <p>Resource: Making a website help sheet (one between two).</p> <p>Resource: Google sites checklist (one between two).</p> | <p>Children’s completed Activity: Google Sites design sheet from Lesson 4.</p> <p>Children’s completed Activity: Planning my Google Site from Lesson 4.</p> <p>Link: Google Sites.</p> <p><b>Print in advance</b><br/>Activity: Google Sites evaluation (one each).</p> <p>Resource: Making a website help sheet (one between two).</p> <p>Resource: Google sites checklist (one between two).</p> |  |  |
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