

Afternoon Sessions - iPad - 'Games in Education Week' - Year 5 - wb 4.11.13

<p>Mon</p>	<p>Numeracy</p> <p>Angry birds: To revise acute, obtuse and right angles.</p> <p>To understand chance words.</p>	<p>At the start of the lesson the children are to play a 'Socrative' quiz based on the probability of achieving a number on a spinner. (Y5 QCA 2003)</p> <p>This data to be used as a measure of the success of the lesson.</p>	<p>Look at the the L.O. On the board. 'To understand chance words'.</p> <p>Look at the words on the board: Certain, Likely, Unlikely, Impossible.</p> <p>Discuss their meanings.</p> <p>Ask the children to play angry birds and to think of which angle they think works best (acute, right, obtuse)</p> <p>Children to report back which angle worked best, and the chance words that should be used for each angle</p> <p>Model using PicCollage / Skitch to annotate angles, and show the chance of completing the level.</p> <p>Children to then create poster of their own to include in numeracy book.</p>	<p>Children to re-take Socrative assessment from the start of the lesson.</p> <p>Compare results of two assessments and discuss the L.O. Have we improved our understanding of chance words.</p> <p>T: to blog about lesson with examples of children's work.</p>	<p>Literacy / Geography</p> <p>Temple run: To research jungle locations around the world.</p>	<p>Allow the children 5 minutes to play Temple run and then ask them to explain where they think the game is set!</p> <p>Model logging on to Oddizzi and researching jungles around the world where the game could be set.</p> <p>(L: tanfieldprimary P: superstars)</p> <p>Children to have 5-10 minutes looking at the pages on jungles.</p>	<p>Children are to spend 30 minutes researching different areas of the world using the search world jungle.</p> <p>Ask them to record in full sentences what they find out in their topic books.</p> <p>Ask them to consider: The weather (climate) The surroundings (trees, mountains, buildings etc) Animals that live there. The people who live there etc.</p> <p>Allow the children to choose how they want to set out their information.</p>	<p>For 15 minutes at the end (put the iPads away) ask the children to share with a partner what they have found out and record any new / interesting ideas in green pen under their original notes.</p>
<p>Tues</p>	<p>Numeracy</p> <p>To recognise nets of 3D shapes.</p> <p>To make angry bird characters.</p>	<p>Ask children to play Angry Birds for 5 minutes and to record any shapes they can see.</p> <p>What would their names be if 3D?</p>	<p>Model making an angry bird (square based pyramid), pig (Cylinder) and blocks (cube) using the nets of shapes.</p> <p>Explain that when flattened, or what we start with is called the net of the shape.</p> <p>Children are to make their own ready for use in the next lesson.</p> <p>Children are to record how many square, triangular, circle faces etc on sheet when making their bird as well as drawing the net of the 3D shape.</p>	<p>Children are to complete test base / old QCA questions based on the nets of cubes, square based pyramids and cylinders.</p> <p>T: To blog about the lesson with examples of</p>	<p>Literacy / Geography</p> <p>Temple run: To use skitch to describe character and setting.</p>	<p>Allow the children 5 minutes to play Temple run. Ask them to consider the character and setting as they play as this will be the focus of our writing this week.</p> <p>Ask them to take at least 1 screen grab during their</p>	<p>Children are to then complete their own skitch of the character and setting and then ask the children to write two paragraphs: one describing the setting, the other the character as if an action story was starting.</p>	<p>Children to read their paragraphs to a partner, making changes / improvements adding in green pen.</p> <p>Children to send their Skitch work to the teacher via AirDrop.</p> <p>T: to add examples to blog.</p>

				children's work.		<p>playing time.</p> <p>Model using skitch to annotate a screen grab to describe the character and the setting.</p> <p>Example can be seen at: http://inthewelvet.wordpress.com/2013/07/18/beginning-borrowing-stealing/</p>		
Wed	PPA Time - P.E. / Spellings / Basic Skills / Homework							
Thur	<p>Art / D&T</p> <p>To make an angry birds level</p>	<p>Explain to the class that they are going to use the characters they created yesterday as part of their own level.</p> <p>Look briefly at backgrounds and the layout of characters via the game.</p>	<p>Children are to draw a background to a level using A3 paper, then are to lay out their characters and photograph their design.</p> <p>(Show the children how they can edit and crop their images to remove any part of desk showing).</p> <p>Children may combine backgrounds and characters to design more complete levels.</p>	<p>Children are to share their work with others, sending the images of their levels to others via Airdrop (this will ensure they have lots of examples for the next 'Angry Birds' numeracy session)</p> <p>T: To collect some via Airdrop for blog.</p>	<p>Literacy / Geography</p> <p>Temple run: To use Comic Life to plan a story.</p>	<p>Watch some of the action sequences from Indiana Jones films: http://www.youtube.com/watch?v=Rqcyrh5-008</p> <p>Ask the children to make notes in their jotters of anything they found particularly exciting.</p>	<p>Explain that today we are going to plan our own action story in the style of Temple Run.</p> <p>Model using comic life / PicCollage to invent a title and a story line which the children can use in their writing on Friday (Big Writing)</p> <p>Children are to spend the remainder of the lesson planning their story using comic form.</p>	<p>Ask the children to check that they have both their skitch from yesterday and their comic story plan from today saved in their camera roll as they will need to be able to access them as writing prompts for Big Writing.</p>
Fri	<p>Numeracy (Longer afternoon session)</p>	<p>Model how we can use our images from</p>	<p>Children to spend remainder of the lesson measuring the angles and recording them to the nearest 5 degrees in their</p>	<p>Children to work with a partner measuring their</p>				

	<p>To measure the angles used to complete an angry birds level.</p>	<p>yesterday to create an angle showing how our bird needs to be fired.</p> <p>Model adding the angles and then creating a poster on Pic Collage with 6 or more angles (using 6 level designs) - Each angle to be labelled A,B,C etc</p> <p>Children to have 45 minutes to create these, share (via Airdrop) and print)</p>	<p>numeracy books. (More able children to record the other angle that would make a straight line - Group 4 in numeracy)</p>	<p>partner's angles. Any that they disagree on, they are to discuss and choose a final answer which they write in green.</p> <p>T: To photograph and blog examples of the children's work.</p>	<p style="text-align: center;">Privilege Time</p>
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