

Phonic/ Word/ Sentence		Main Teaching Activity						
Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary	
1	<p>Monday PM 1</p> <p>To review the purpose of coding / creating.</p>	<p>Discuss with the class why they feel coding / creation of programs is an important skill.</p> <p>What uses for coding / creation can they see around them (that isn't a computer game).</p> <p>Record class ideas on the board.</p> <p>Discuss that we need to be able to write and debug programs that accomplish specific goals.</p>	<p>To design a computer game.</p>	<p>Show the children a level you have created using the app PixelPress (Was Free at time of planning - with additional features at a cost)</p> <p>This may be more impressive to the children if there is some kind of message relevant to them hidden within the level (but demo levels from the arcade will suffice)</p> <p>Explain that today their specific goal is to design a computer game.</p> <p>Discuss that with many programs we must plan what we want to do and think carefully about how we want to do this before we start.</p> <p>Show the children the PixelPress planning sheet (found online at http://projectpixelpress.com/wp-content/uploads/2014/04/sketch-guide_v7.01.pdf) If this fails try: http://projectpixelpress.com/files/sketch-guide/#top</p> <p>Look at the guidelines (have most useful elements on whiteboard prior to the start of the lesson)</p> <p>Model level design using the design sheet.</p>	<p>Circulate giving support to children who may rush, become off task. Ensure accuracy in design.</p>	<p>Circulate giving support to children with potential to misunderstand the design elements.</p>	<p>Children are to design their own levels using the PixelPress design sheets. (ensure copied in colour or better still print as many as required from the original - as the app needs the original to work)</p> <p>Have copies of design guidelines available for each table.</p> <p>Differentiation by outcome.</p>	<p>After some design time, stop the class and discuss elements that make the levels more interesting challenging (collectable coins, portals, moving platforms, traps etc)</p> <p>Ask the children to check that they have included some of these in their designs, if not ask children to go back and add.</p>

Phonic/ Word/ Sentence		Main Teaching Activity						
Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary	
2	Monday PM 2 To build a class list of adjectives.	<p>Explain to the children that we are going to test the game but we also are going to want to make the game sound as exciting as possible later in the week when we try to promote it.</p> <p>Ask children to suggest some adjectives that could be used to describe the setting of the game.</p> <p>Children to copy into their literacy books (continued during game testing stage).</p>	<p>To test and debug their game (correct errors).</p>	<p>Show the children the PixelPress app and how to import their level design using the camera.</p> <p>Model how to use the design function:</p> <ul style="list-style-type: none"> to choose a theme (<i>Save the parents or Fiddleheads</i>) To choose a background (1 of the 4 locationbased) To choose terrain (discuss as a wow word too) Hazards and what they could be. Collectibles. Portals Music Heroes <p>Show the children how we can then test the game and add notes to our adjectives list in our books.</p> <p>Remind the children that as this will lead to a piece of writing that we need to keep detailed notes.</p>	<p>To circulate ensuring adjectives are being recorded as well as the game being tested.</p> <p>Challenge HA: To add to their notes showing the personification of the weather (Use AlanPeat Ideas that work App - Personification of the weather lesson ideas to support children with examples)</p>	<p>To support LA children with their recording of adjectives.</p>	<p>The class are to test and debug (correct errors) their game.</p> <p>At the same time the children are to record adjectives in their books based on:</p> <ul style="list-style-type: none"> The main character The setting The terrain The obstacles Collectibles <p>Challenge 1: Part through the lesson ask children to add ed-ly words to their writing using green pen.</p> <p>Challenge 2: To read a partners collection of adjectives and magpie any they dont have in green pen.</p>	<p>Model questions that the character in the game may ask eg <i>Should I have turned left at the old, crooked fence? Should I have turned right at the abandoned graveyard? Was it a mistake to open the door to the unknown realm?</i></p> <p><i>Could I really leap to the other side? Did I still have the energy? Was the bubbling and oozing liquid really as dangerous as it looked?</i></p> <p>Children to record some of the questions their characters may ask as part of their adventure underneath their adjectives.</p>

Phonic/ Word/ Sentence		Main Teaching Activity						
Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary	
3	<p>Wed - Literacy</p> <p>To magpie ideas for narrative writing.</p>	<p>Explain to the children that we are going to write a narrative based on the events in their game.</p> <p>Explain that we are going to base the narrative on each of the micro-steps we complete when taking part in our game.</p> <p>Ask the children to listen to an example of this as found at: http://mrparkinsonict.blogspot.co.uk/2014/05/inspiring-writing-through-new-pixel.html</p> <p>Children may magpie any ideas they hear into their jotters.</p>	<p>To take notes.</p> <p>To plan narrative writing.</p>	<p>Ask a volunteer to model playing their game one step at a time. After each small step. Stop and record this as a sentence on the board.</p> <p>Eg</p> <p><i>Looking around at the unusual terrain, I had no choice but to venture further into the city.</i></p> <p><i>Bounding forward, I hurled myself over the first obstacle and reached a ledge.</i></p> <p><i>Below me, lava bubbled and popped as a warning to the dangers that lurked within.</i></p> <p><i>My heart pounding, I leaped. Would I make it to the other side? Would I survive the heat of the crackling molten rock?</i></p> <p>Etc</p> <p>During this discuss some of the techniques for sentence types as suggested in AlanPeat Ideas that work App</p>	<p>To support LA (Table 1) with their writing.</p> <p>Ensuring a range of sentence types. TH to use joined handwriting.</p>	<p>To support BH and table 2 with their writing.</p> <p>Ensuring a range of sentence types.</p>	<p>Children are to play their game in micro steps, recording in detail each step of their journey.</p> <p>Children to have a list of sentence types that they could try to include in their writing (HA: to have more than the rest of the class)</p> <p>Base on ideas found in AlanPeat Ideas that work App</p>	<p>Volunteers are to read their writing to the rest of the class.</p> <p>Class to magpie ideas they think that they could add to their own writing (in green pen).</p> <p>Children to suggest to each reader how they could improve their narrative. What elements could they add? Reader to then include some of their suggestions in green pen.</p>

	Phonic/ Word/ Sentence		Main Teaching Activity					
	Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary
4	Thurs Literacy To use many questions a sentence type in writing.	Discuss using many questions as a sentence style. Look at some examples adapted to the genre based on AlanPeat Ideas that work App . Complete some examples together. Children to add to their own notes from yesterday where applicable.	To write a piece of narrative.	Show the class the blog post on the class blog based on PixelPress. Explain that this is where the children are to write their narrative based on the game they have created through the week.	To circulate giving support in the ICT suite.	To support MA children in the class room x5	Children are to complete a final version of their narrative in Word and then add to the class blog. Remind the children to check the final formatting when they transfer to the blog. Extension: To leave constructive feedback for narratives already completed and added to the blog.	Children are to leave constructive feedback on another child's blog entry. Explain 2 things that they think they have done well in their writing and why. 1 suggestion for improvement.
5	Thurs PM 1 To make up persuasive facts.	Discuss how with many genres of writing, it is much better to invent facts, features, description etc, to show off our skills than the always rely on what we know. Together make up some facts that would help promote our games created on PixelPress <i>Voted the best game for 10 year olds in May 2014.</i> <i>One of the best platform games of our time (IGN)</i> <i>A challenging, yet thrilling adventure for all ages (Gamespot)</i> Record children's ideas on the board.	To design a persuasive box cover (front)	Explain to the class that if we were going to want other people to play our game, we would need a very persuasive box to tempt them. Model creating a front cover for the box design. Discuss FAT HORSE , reminding children that using as many of these features as we can, will help to make the cover more persuasive. Add FAT HORSE elements to the cover for the game.	To support LA (Table 1) with their writing. Ensuring a range of sentence types. TH to use joined handwriting.	To support BH and table 2 with their writing. Ensuring a range of sentence types.	Children are to complete a front cover to promote their game using as many FAT HORSE features as they can. Children to use FAT HORSE checklist to tick off the features that they have used in their writing.	Photograph some examples and share on the class blog during the lesson. Share this with the class at the end of the lesson. Can they explain why you have chosen the examples you have with reference to FAT HORSE?

Phonic/ Word/ Sentence			Main Teaching Activity					
Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary	
6	<p>Thurs PM 2</p> <p>To review the text structure for a piece of persuasive writing.</p>	<p>Look at the Features of Persuasive writing;</p> <ul style="list-style-type: none"> - Introduction (State your point of view - Include arguments and evidence in more than 1 paragraph - Conclusion - Sum up your position <p>Also include:</p> <ul style="list-style-type: none"> • A new paragraph for each point • Emotive words • Word that link arguments (connetives) • Present Tense • FATHORSE 	<p>To write a persuasive argument.</p>	<p>Look at an example of a persuasive argument for the games created in PixelPress this week.</p> <p>Ask children to highlight and annotate the features as discussed at the beginning of the lesson.</p>	<p>To support LA (Table 1) with their writing.</p> <p>Ensuring a range of sentence types. TH to use joined handwriting.</p>	<p>To support BH and table 2 with their writing.</p> <p>Ensuring a range of sentence types.</p>	<p>Using a checklist of features and the persuasive phrases from the last piece of work, children are to write their own persuasive piece encouraging others to try their game.</p>	<p>Children are to return to their checklist at various stages during the lesson to see which, of those outlined, they have included in their writing.</p> <p>Go back and make improvemens in green pen.</p>

Outcomes	Lower Ability		Middle Ability		Higher Ability	
	Below Expectations	Above Expectations	Below Expectations	Above Expectations	Below Expectations	Above Expectations
Expectations						