



Worksheet 1- A Big City Adventure

Primary Strategy: Literacy

Year 1 Term 3 Text Level

- 7. to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories
- 14. to write stories using simple settings, e.g. based on previous reading

Year 2 Term 1 Text Level

- 4. to understand time and sequential relationships in stories, e.g. what happened when
- 11. to use language of time to structure a sequence of events, e.g. 'when I had finished...', 'suddenly...', 'after that...'

Year 2 Term 2 Text Level

- 4. to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher

Year 3 Term 3 Text Level

- 3. to distinguish between 1st and 3rd person accounts
- 12. to write a first person account, e.g. write a character's own account of incident in story read
- 20. to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader

Year 4 Term 2 Text Level

- 4. to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions
- 13. to write own examples of descriptive, expressive language based on those read. Linked to work on adjectives and similes

Year 5 Term 3 Text Level

- 7. to write from another character's point of view, e.g. retelling an incident in letter form

National Curriculum

English- KS1
En3 Writing

Knowledge, skills and understanding

Composition

- 1. Pupils should be taught to:
 - a. use adventurous and wide-ranging vocabulary
 - c. put their ideas into sentences
 - d. use a clear structure to organise their writing
 - e. vary their writing to suit the purpose and reader



Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to communicate to others
- b. to create imaginary worlds

English- KS2

En3 Writing

Knowledge, skills and understanding

Composition

1. Pupils should be taught to:

- a. choose form and content to suit a particular purpose (for example, notes to read or organise thinking, plans for action, poetry for pleasure)
- b. broaden their vocabulary and use it in inventive ways
- e. use features of layout, presentation and organisation effectively

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words.

Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately.

Handwriting is joined and legible.



Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Scottish Guidelines

English Language, P5-7

Writing: Programme of Study (Levels A to D)

Functional writing

Level B: Appropriate forms might include letters or reports of events or activities undertaken. Audiences for letters can include other pupils, parents or people in the community. Teachers will make pupils aware of styles, vocabulary suitable for different audiences, and demonstrate layout features.

Personal writing

Level C: With increasing confidence in personal narrative, pupils will be asked to use different forms, such as a letter to a friend, an item for a class newspaper or a piece of verse. The sense of purpose and audience will be developed through the use of many contexts for personal writing such as magazine, other classes, parents and other teachers.

Level D: The teacher will show pupils how to depict emotions in accounts of their experience using situations common to many pupils. The teacher may construct a text on blackboard or OHP from their shared experiences, or memories to help pupils explore for mats and their effects and to discover styles appropriate to purpose and audience.

Imaginative writing

Level A: The teacher will stimulate excitement and enthusiasm for writing. A character or animal, perhaps linked to a reading programme or theme, may become the focus for imagined events; story tapes, broadcasts, role-play, expressive activities etc. can be starting points for imaginative explorations.

Level B: Teachers will help pupils select, draft what they wish to say, by questioning, giving a model (e.g. how will the story start?) and by discussing appropriate vocabulary. Group discussion of first draft can help clarify effectiveness. The teacher can draw pupils' attention to aspects of story they know from reading, e.g. plot, character, dialogue and setting.

Level C: The teacher will help pupils to develop their imaginative writing by providing stimulating contexts and giving them an awareness of the importance of character, setting the scene and action. At this stage, pupils will be asked to look at events from the points of view of different characters.



Worksheet 2- The Robots™ Story

Primary Strategy: Literacy

Year 1 Term 1 Text Level

5. to describe story settings and incidents and relate them to own experiences and that of others

Year 1 Term 2 Text Level

6. to discuss reasons for, or causes of, incidents in stories

14. to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version

Year 1 Term 3 Text Level

5. to re-tell stories, to give the main points in sequence and to pick out significant incidents

Year 2 Term 1 Text Level

5. to identify and discuss reasons for events in stories, linked to plot

Year 2 Term 2 Text Level

5. to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour

6. to identify and describe characters, expressing own views and using words and phrases from text

Year 3 Term 2 Text Level

2. to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish

7. to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards

Year 3 Term 3 Text Level

2. to refer to significant parts of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description

Year 4 Term 1 Text Level

4. to explore narrative order: identify and map out the main stages of the story: introductions > build-ups > climaxes or conflicts > resolutions

Year 4 Term 2 Text Level

2. to understand how settings influence events and incidents in stories and how they affect characters' behaviour

Year 4 Term 3 Text Level

1. to identify social, moral and cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss recurring themes where appropriate



National Curriculum

English- KS1
En3 Writing

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to communicate to others
- d. to organise and explain information

12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

English- KS2
En3 Writing

Breadth of study

12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately. Handwriting is joined and legible.

Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.



Scottish Guidelines

English Language, P5-7

Writing: Programme of Study (Levels C and D)

Personal writing

Level C: With increasing confidence in personal narrative, pupils will be asked to use different forms, such as a letter to a friend, an item for a class newspaper or a piece of verse. The sense of purpose and audience will be developed through the use of many contexts for personal writing such as magazine, other classes, parents and other teachers.

Level D: The teacher will show pupils how to depict emotions in accounts of their experience using situations common to many pupils. The teacher may construct a text on blackboard or OHP from their shared experiences, or memories to help pupils explore formats and their effects and to discover styles appropriate to purpose and audience.

Worksheet 3- Rusties and Robots

Primary Strategy: Literacy

Year 1 Term 2 Text Level

8. identify and discuss characters, e.g. appearance, behaviour, qualities, to speculate about how they might behave; to discuss how they are described in text; and to compare characters from different stories or plays

9. to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others

15. to build simple profile of characters from stories read, describing characteristics, appearance, behaviour with pictures, single words, captions, words and sentences from text

Year 2 Term 2 Text Level

6. to identify and describe characters, expressing own views and using words and phrases from text

14. to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text

Year 3 Term 2 Text Level

3. to identify and discuss main and recurring characters, evaluate their behaviour and justify views

8. to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. posters, labelled diagrams, letters to friends about them

Year 3 Term 3 Text Level

5. to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements



Year 4 Term 1 Text Level

2. identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions
11. write character sketches, focusing on small details to evoke sympathy or dislike

Year 4 Term 3 Text Level

1. to identify social, moral and cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss recurring themes where appropriate

Year 5 Term 1 Text Level

3. to investigate how characters are presented, referring to the text:
 - through dialogue, action and description
 - how the readers responds to them (as victims, heroes etc)
 - through examining their relationships with other characters

National Curriculum

English- KS1
En3 Writing

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to communicate to others
- d. to organise and explain information

12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

English- KS2
En3 Writing

Breadth of study

12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.



Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately. Handwriting is joined and legible.

Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Scottish Guidelines

English Language, P5-7 (Levels C and D)

Writing: Programme of Study

Personal writing

Level C: With increasing confidence in personal narrative, pupils will be asked to use different forms, such as a letter to a friend, an item for a class newspaper or a piece of verse. The sense of purpose and audience will be developed through the use of many contexts for personal writing such as magazine, other classes, parents and other teachers.

Level D: The teacher will show pupils how to depict emotions in accounts of their experience using situations common to many pupils. The teacher may construct a text on blackboard or OHP from their shared experiences, or memories to help pupils explore formats and their effects and to discover styles appropriate to purpose and audience.

Worksheet 4- Robot Relationships

Primary Strategy: Literacy

Year 3 Term 3 Text Level

5. to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements

Year 4 Term 3 Text Level

1. to identify social, moral and cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss recurring themes where appropriate



Year 5 Term 1 Text Level

3. to investigate how characters are presented, referring to the text:

- through dialogue, action and description
- how the readers responds to them (as victims, heroes etc)
- through examining their relationships with other characters

National Curriculum

English- KS1

En3 Writing

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to communicate to others
- d. to organise and explain information

12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

English- KS2

En3 Writing

Breadth of study

12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words.

Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately. Handwriting is joined and legible.



Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Scottish Guidelines

English Language, P5-7 (Levels C and D)

Writing: Programme of Study

Personal writing

Level C: With increasing confidence in personal narrative, pupils will be asked to use different forms, such as a letter to a friend, an item for a class newspaper or a piece of verse. The sense of purpose and audience will be developed through the use of many contexts for personal writing such as magazine, other classes, parents and other teachers.

Level D: The teacher will show pupils how to depict emotions in accounts of their experience using situations common to many pupils. The teacher may construct a text on blackboard or OHP from their shared experiences, or memories to help pupils explore formats and their effects and to discover styles appropriate to purpose and audience.

Worksheet 5- The World of Robots™

Primary Strategy: Literacy

Year 1 Term 1 Text Level

5. to describe story settings and incidents and relate them to own experiences and that of others

Year 1 Term 3 Text Level

8. to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes

Year 2 Term 2 Text Level

5. to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour

13. to use story settings from reading, e.g. re-describe, use in writing, write a different story in the same setting



Year 3 Term 1 Text Level

1. to compare a range of story settings, and to select words and phrases that describe scenes

11. to develop the use of story settings in own story writing by:
 - writing short descriptions of known places
 - by writing a description in the style of a familiar story
 - to investigate and collect sentences/phrases for story openings and endings- use some of these formal elements in re-telling and story writing

Year 4 Term 2 Text Level

2. to understand how settings influence events and incidents in stories and how they affect characters' behaviour

3. to compare and contrast settings across a range of stories; to evaluate, form and justify preferences

10. to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively

National Curriculum

English- KS1
En3 Writing

Knowledge, skills and understanding
Composition

1. Pupils should be taught to:
 - a. use adventurous and wide-ranging vocabulary
 - d. use a clear structure to organise their writing
 - e. vary their writing to suit the purpose and reader

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:
 - a. to communicate to others
 - b. to create imaginary worlds
 - d. to organise and explain information.

12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

English- KS2
En3 Writing



Knowledge, skills and understanding

Composition

1. Pupils should be taught to:

- a. choose form and content to suit a particular purpose (for example, notes to read or organise thinking, plans for action, poetry for pleasure)
- b. broaden their vocabulary and use it in inventive ways
- e. use features of layout, presentation and organisation effectively

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately. Handwriting is joined and legible.

Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Art and Design- KS1

Knowledge, skills and understanding

Exploring and developing ideas

1. Pupils should be taught to:



a. record from first-hand observation, experience and imagination, and explore ideas

Investigating and making art, craft and design

2. Pupils should be taught to:

a. investigate the possibilities of a range of materials and processes

Breadth of study

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:

a. exploring a range of starting points for practical work (for example, themselves, their experiences, stories, natural and made objects and the local environment)

c. using a range of materials and processes (for example, painting, collage, print making, digital media, textiles, sculpture)

Art and Design- KS2

Knowledge, skills and understanding

Exploring and developing ideas

1. Pupils should be taught to:

a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes

c. collect visual and other information (for example, images, materials) to help them develop their ideas, including using a sketchbook

Breadth of study

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:

a. exploring a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)

c. using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textile, sculpture)

Attainment target for art and design

Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work and suggest ways of improving their own.

Level 3

Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and difference between their own and others' work, and adapt and improve their own.



Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

Scottish Guidelines

English Language, P5-7 (Levels C and D)

Writing: Programme of Study

Personal writing

Level C: With increasing confidence in personal narrative, pupils will be asked to use different forms, such as a letter to a friend, an item for a class newspaper or a piece of verse. The sense of purpose and audience will be developed through the use of many contexts for personal writing such as magazine, other classes, parents and other teachers.

Level D: The teacher will show pupils how to depict emotions in accounts of their experience using situations common to many pupils. The teacher may construct a text on blackboard or OHP from their shared experiences, or memories to help pupils explore formats and their effects and to discover styles appropriate to purpose and audience.

Art and Design: Programme of Study

Using materials, techniques, skills and media (Level A to E)

Investigating visually and recording

Level A: Pupils should be encouraged to observe and record (in school and at home) and should see this as a normal and on-going activity, which at times may be linked to activities in other curricular areas, e.g. environmental studies, mathematics.

Level B: Objects which are familiar to pupils, e.g. plants, items from home, sportswear, should be observed, drawn, sketched and modelled in a variety of media, with discussion and reference to terms, e.g. line, colour, tone, pattern, texture, shape. Pupils should be to draw and model at home, for personal pleasure, and some of this work incorporated in classroom activities, e.g. a view from a window at home being used in a painting in school; drawings of local shop-fronts being used in a wall panel assembled in school. Observing and recording should occur with regular frequency.

Level C: In investigating and recording, pupils should be encouraged to explore the structure of natural and manmade objects, e.g. feathers, shells, plants, clockwork mechanisms, tools, bicycles.

Level D: Observing and recording should be promoted as the main research activity for most other Art and Design work.



Level E: By this stage pupils should become aware of the process of forming their own reference material observing and recording, developing this in further work, e.g. landscape painting or a collection of detailed reference drawings of grasses and wild flowers. Pupils should be encouraged to use observing and recording as a means of supplying reference material for further work in both Art and Design and the wider curriculum.

Expressing feelings, ideas, thoughts and solutions (Level B to E)

Creating and designing

Level B: The teacher should encourage pupils to create images which relate to events in their own lives, at home, at school, and in play, and from fantasy and imagination.

Level C: The teacher should encourage pupils to create images and objects in response to events and places which have been observed or experienced or from fantasy and imagination. At times this may result from experiences in expressive arts, or the broader curriculum, consequently developing more awareness of what is seen.

Level D: Pupils should produce work previously observed, recorded and collected information, e.g. sketches, photographs, found objects.

Level E: The teacher should provide subject matter, themes, topics, objects, and events which stimulate expressive reaction and develop fantasy and imagination.

Worksheet 6- Making a Robot

Primary Strategy: Literacy

Year 1 Term 1 Text Level

13. to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks

16. to write and draw simple instructions and labels for everyday classroom use, e.g. in role play area, for equipment

Year 2 Term 1 Text Level

13. to read simple instructions in the classroom, simple recipes, plans, instructions for constructing something

15. to write simple instructions, e.g. getting to school, playing a game

16. to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering

17. to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions



18. to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read

Year 3 Term 2 Text Level

12. to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules

14. how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys

15. to read and follow simple instructions

16. to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate support

Year 4 Term 1 Text Level

22. to identify the features of instructional text including:

- noting the intended outcome at the beginning
- listing the materials
- clearly set out sequential stages
- languages of commands, e.g. imperative verbs

25. to write clear instructions using conventions learned from reading

26. to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering

Year 5 Term 1 Text Level

25. to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games

National Curriculum

English- KS1

En3 Writing

Knowledge, skills and understanding

Composition

1. Pupils should be taught to:

- c. put their ideas into sentences
- e. vary their writing to suit the purpose and the reader
- f. use the text they read as models for their own writing

Language structure

7. In composing their own texts, pupils should be taught to consider:

- c. how ideas may be linked in sentences and how sequences of sentences fit together



Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following ranges of purpose, readers and forms of writing.

9. The range of purpose for writing should include:

- a. to communicate to others
- d. to organise and explain information

12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

English- KS2

En3 Writing

Knowledge, skills and understanding

Composition

1. Pupils should be taught to:

- a. choose form and content to suit a particular purpose (for example, notes to read or organise thinking, plans for action, poetry for pleasure)
- c. use language and style that are appropriate to the reader
- e. use features of layout, presentation and organisation effectively

Language structure

7. Pupils should be taught:

- b. the features of different types of sentence, including statements, questions and commands, and how to use them (for example, imperatives in commands)

Breadth of study

12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

Attainment target 3: Writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure is usually correct. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - are used accurately. Handwriting is joined and legible.



Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Scottish Guidelines

English Language, P5-7 (Level A to C)

Writing: Programme of Study

Functional writing

Level A: Writing of this kind may arise from activities such as planting seeds, giving directions, exploring technology, baking etc. Pupils will discuss, before, during and after the activity. They will report orally to teachers or others. Sequencing can be explored through drawings perhaps linked by arrows to form a flow chart. The teacher will help pupils to observe, to select important features, to order their writing and act as scribe.

Level B: Appropriate forms might include letters or reports of events or activities undertaken. Sequencing will continue. Pupils will perhaps use simple notes to order writing. Teachers will make pupils aware of styles, vocabulary suitable for different audiences, and demonstrate layout features.

Level C: Non-narrative writing is often undertaken in the context of other curricular areas such as environmental studies. The purpose and audience for writing of this nature should be clearly established.

Worksheet 7 - Making the Robot World a Better Place

National Curriculum Guidelines

PSHE and Citizenship- KS1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things which matter to them and explain their views

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues



- c. to recognise choices they can make, and recognise the difference between right and wrong
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively

Breadth of opportunities

5. During the key stage, pupils should be taught Knowledge, skills and understanding through opportunities to:

- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)

PSHE and Citizenship-KS2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

Breadth of opportunities

5. During the key stage, pupils should be taught Knowledge, skills and understanding through opportunities to:

- g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)



Scottish Guidelines

Personal and Social Development, P5-7

Personal Development: Self-Awareness and Self-Esteem

Social Development: Inter-Personal Relationships, Independence and Inter-dependence

Worksheet 8- Achieving Ambitions

National Curriculum Guidelines

PSHE and Citizenship- KS1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals

Breadth of opportunities

5. During the key stage, pupils should be taught Knowledge, skills and understanding through opportunities to:

- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)

PSHE and Citizenship- KS2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

Breadth of opportunities

5. During the key stage, pupils should be taught Knowledge, skills and understanding through opportunities to:

- b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievement; by having opportunities to show what they can do and how much responsibility they can take)

Scottish Guidelines

Personal and Social Development, P5-7

Personal Development: Self-Awareness and Self-Esteem

Social Development: Inter-Personal Relationships, Independence and Inter-dependence