



The Creative Learning Journey The Hobbit

Teacher: Edix
School: Church Lane



UNDERSTANDING THE WORLD

Working scientifically UKS2

• **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Living things and their habitats UKS2

• **sc102** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
• **sc103** give reasons for classifying plants and animals based on specific characteristics.

Human and physical geography UKS2

• **ge66** I understand human geography in relation to types of settlement and land-use
• **ge67** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.
• **ge68** I can talk about natural resources including energy, food, minerals and water and their importance nationally and globally
• **ge69** I can explain why the distribution of natural resources is important both within the UK and worldwide

MATHEMATICS AND COMPUTING

Algebra UKS2

• **m238** use simple formulae
• **m239** generate and describe linear number sequences
• **m240** express missing number problems algebraically
• **m241** find pairs of numbers that satisfy an equation with two unknowns
• **m242** enumerate possibilities of combinations of two variables.

Geometry - properties of shapes UKS2

• **m250** draw 2-D shapes using given dimensions and angles
• **m251** recognise, describe and build simple 3-D shapes, including making nets
• **m252** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
• **m253** illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
• **m254** recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

UKS2

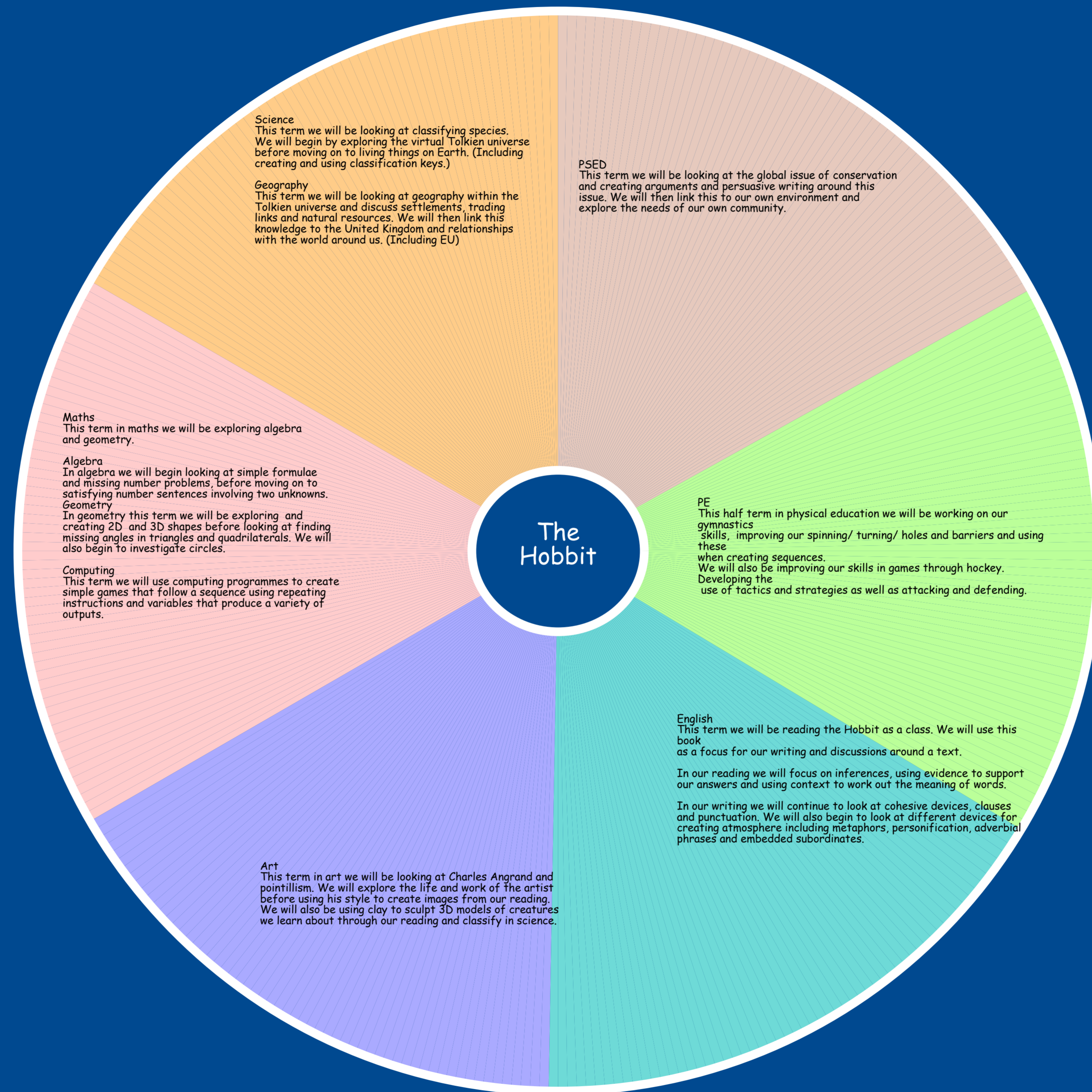
• **co31** I can design, write and debug simple programs to control or simulate physical systems
• **co32** I can solve problems by breaking them down into progressive steps
• **co33** I am aware that programs follow a sequence from one instruction to the next
• **co34** I can make a program select a particular set of instructions (using IF-ELSE-END)
• **co35** I can make a program repeat a set of instructions (using FOR-NEXT)
• **co36** I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)
• **co38** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
• **co39** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors

EXPRESSIVE ARTS AND DESIGN

UKS2

• **ad19** I can show examples of painting with different kinds of paint
• **ad20** I can show examples of my work in clay

• **ad21** I can talk about some famous artists, architects and designers from the past



PSED & RELIGIOUS EDUCATION

PSED Developing confidence and responsibility and making the most of their abilities UKS2
• **pc42** Talk, write and explain their views on issues that affect the global environment.

• **pc48** Identify needs of the wider community and develop their roles and responsibilities as members.

PHYSICAL EDUCATION

UKS2

• **pe12** I can play competitive net, striking, fielding and invasion games
• **pe12.1** I can describe both attacking and defending tactics and strategies and begin to apply them

• **pe13.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

LITERACY

Reading - comprehension UKS2

• **e210** understand what they read by:
• **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
• **e212** asking questions to improve their understanding
• **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• **e214** predicting what might happen from details stated and implied
• **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
• **e216** identifying how language, structure and presentation contribute to meaning
• **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
• **e218** distinguish between statements of fact and opinion
• **e219** retrieve, record and present information from non-fiction
• **e220** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
• **e222** provide reasoned justifications for their views.

• **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
• **e237** draft and write by:
• **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
• **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
• **e240** precisising longer passages
• **e241** using a wide range of devices to build cohesion within and across paragraphs
• **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
• **e243** evaluate and edit by:
• **e244** assessing the effectiveness of their own and others' writing
• **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
• **e246** ensuring the consistent and correct use of tense throughout a piece of writing
• **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
• **e248** proof-read for spelling and punctuation errors
• **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - transcription - Spelling UKS2

• **e223** use further prefixes and suffixes and understand the guidance for adding them
• **e224** spell some words with 'silent' letters [for example, knight, psalm, solemn]
• **e225** continue to distinguish between homophones and other words which are often confused
• **e226** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
• **e227** use dictionaries to check the spelling and

Writing - vocabulary, grammar and punctuation UKS2

• **e250** develop their understanding of the concepts set out in English Appendix 2 by:
• **e251** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
• **e252** using passive verbs to affect the

The Hobbit - Stage Coverage

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Human and physical geography UKS2

- **ge66** human geography, including: types of settlement and land use
- **ge67** human geography, including economic activity including trade links
- **ge68** human geography, including natural resources including energy, food, minerals and water
- **ge69** human geography, including the distribution of natural resources including energy, food, minerals and water

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UKS2

- **co31** design, write and debug programs, controlling or simulating physical systems
- **co32** solve problems by decomposing them into smaller parts
- **co33** use sequence in programs
- **co34** use selection in programs
- **co35** use repetition in programs
- **co36** use programs with variables
- **co38** use various forms of output
- **co39** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

PHYSICAL EDUCATION

UKS2

- **pe12** play competitive games, modified where appropriate
- **pe12.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe13.1** develop flexibility, strength, technique, control and balance, for example gymnastics

EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad20** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad21** about great artists, architects and designers in history.

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- **e226** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- **e227** use dictionaries to check the spelling and meaning of words
- **e228** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- **e229** use a thesaurus.

Writing - handwriting and presentation UKS2

- **e230** write legibly, fluently and with increasing speed by:
- **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- **e232** choosing the writing implement that is best suited for a task.

Writing - composition UKS2

- **e233** plan their writing by:
- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary
- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e237** draft and write by:
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
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