Session One (40 minutes) Playing and Reviewing Games

 Outline of project – make a game for specific pupils in Year 4 and upload games to web for general release; establish project partners (and target audiences) Element of competition In pairs one reads instructions – how to navigate in MM and then tells/shows partner Play selected games and discuss before writing a review (scaffolds provided) with suggestions for improvements to game-play for maker PLAN Tell the group that they are going to work in pairs to create a game for specific students in year 4 whose names they will be given by PB. These games will also be made available for others to play via the school website. Discuss some of the limitations this may place on the types of games they create. Explain that the best games will be judged and the winners will be able to choose some Immersive Education software for the school. Reading 	tening		
software for the school. a. PB to put group into working pairs Read instruction: review	 maker (talk about f language and how they received the feedback) imaginativ feelings, ac vocabulary and conter Level 3 develo sustai organ overal adapt suit co Level 4 speak straigh some struct meani vary v featur conte: Level 5 expres feeling meani shape effect adapt featur 	op ideas and feelings through ned speaking turns ise talk to help the listener, with Il structure evident language and non-verbal features to ontent and audience in extended turns to express htforward ideas and feelings with relevant detail ure talk in ways which support ing and show attention to the listener rocabulary, grammar and non-verbal res to suit the audience, purpose and	 AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others Level 3 recognise and comment on different ways that meaning can be expressed in own and others' talk Level 4 show understanding of how and why language choices vary in their own and others' talk in different situations Level 5 explain features of own and others' language use showing understanding of effect of varying language for different purposes and situations
2. Getting to grips with navigation. One	informatio use quotat Level 3 • simple there r • some or referen Level 4 • some r • commo	estand, describe, select or retrieve on, events or ideas from texts and tion and reference to text most obvious points identified though may also be some misunderstanding comments include quotations from or nees to text, but not always relevant relevant points identified ents supported by some generally nt textual reference of quotation	 AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader Level 3 comments identify main purpose express personal response but with little awareness of writer's viewpoint or effect on reader Level 4 main purpose identified simple comments show some awareness of writer's viewpoint simple comment on overall effect on reader