

The WebPlay Programme works towards achieving the following National Curriculum Targets

	Phase I WebReady	Phase II WebPartners	Phase III WebDrama	Phase IV WebPlays
English Speaking and Listening	<p>En1 2b/e To ask relevant questions to clarify, extend and follow up ideas To respond to others appropriately, taking into account what they say</p> <p>En1 3a/e To make contributions relevant to the topic and take turns in discussion To take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson</p>	<p>En1 2b/e To ask relevant questions to clarify, extend and follow up ideas To respond to others appropriately, taking into account what they say</p> <p>En1 3a/e To make contributions relevant to the topic and take turns in discussion To take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson</p>	<p>En1 2b/e To ask relevant questions to clarify, extend and follow up ideas To respond to others appropriately, taking into account what they say</p> <p>En1 3a/e To make contributions relevant to the topic and take turns in discussion To take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson</p>	<p>En1 2b/e To ask relevant questions to clarify, extend and follow up ideas To respond to others appropriately, taking into account what they say</p> <p>En1 3a/e To make contributions relevant to the topic and take turns in discussion To take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson</p> <p>En1 4a/b/c/d To create adapt and sustain different dramatic roles To use character, action and narrative to convey stories, ideas in plays they devise and script To use dramatic techniques To evaluate how they and others have contributed to the overall effectiveness of performances</p> <p>En1 11a/b/c Take part in drama activities including improvisation, working in role, scripting and performing plays, responding to performances</p>
English Reading		<p>En2 3a/b/c/d To scan text to find information. To skim for gist and overall impression To obtain specific information through detailed reading To draw on different features of texts, including print, sound and image</p> <p>En2 9b/c Texts include print and ICT- based reference and information materials, newspapers, leaflets, brochures and advertisements</p>	<p>En2 3a/b/c/d To scan text to find information. To skim for gist and overall impression To obtain specific information through detailed reading To draw on different features of texts, including print, sound and image</p> <p>En2 9b/c Texts include print and ICT- based reference and information materials, newspapers, leaflets, brochures and advertisements</p>	

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English Writing	<p>En3 1a/c/e To choose form and content to suit a particular purpose To use language and style that are appropriate to the reader To use features of layout, presentation and organisation effectively</p> <p>En3 11/12 The range of forms of writing should include reports and commentaries and writing should be for teachers, the class, other children and adults</p>	<p>En3 1a/c/e To choose form and content to suit a particular purpose To use language and style that are appropriate to the reader To use features of layout, presentation and organisation effectively</p> <p>En3 11/12 The range of forms of writing should include reports and commentaries and writing should be for teachers, the class, other children and adults</p>	<p>En3 1a/c/e To choose form and content to suit a particular purpose To use language and style that are appropriate to the reader To use features of layout, presentation and organisation effectively</p> <p>En3 11/12 The range of forms of writing should include reports and commentaries and writing should be for teachers, the class, other children and adults</p>	<p>En3 1a/c/e To choose form and content to suit a particular purpose To use language and style that are appropriate to the reader To use features of layout, presentation and organisation effectively</p> <p>En3 11/12 The range of forms of writing should include reports and commentaries and writing should be for teachers, the class, other children and adults</p>
ICT	<p>2a To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate.</p> <p>3a/b To share and exchange information in a variety of forms To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>Pupils are also taught to use the ChildNet SMART rules for being safe on the internet</p>	<p>2a To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate.</p> <p>3a/b To share and exchange information in a variety of forms To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>Pupils are also taught to use the ChildNet SMART rules for being safe on the internet</p>	<p>2a To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate.</p> <p>3a/b To share and exchange information in a variety of forms To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>Pupils are also taught to use the ChildNet SMART rules for being safe on the internet</p>	<p>2a To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate.</p> <p>4a Reviewing, modifying and evaluating work as it progresses (when redrafting playscripts) To review what they and others have done to help them develop their ideas.</p> <p>3a/b To share and exchange information in a variety of forms To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>Pupils are also taught to use the ChildNet SMART rules for being safe on the internet</p>
Geography		<p>1a/b/e To ask geographical questions, collect and record evidence, communicate in ways appropriate to the task and audience</p> <p>2a/c To use appropriate geographical vocabulary, atlases, globes, maps and plans at a range of scales</p>		

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Geography cont...		<p>2d/f To use secondary sources of information, including aerial photographs To use ICT to help in geographical investigations</p> <p>3a/b/c/d/f To identify and describe what places are like To learn the location of places and environments To describe where places are To explain why places are like they are To describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world</p> <p>4a To recognise and explain patterns made by individual physical and human features in the environment</p> <p>6a The study of a locality in the United Kingdom (if linking with a UK school)</p>		
History		<p>4a/b To find out about the events, people and changes studied from an appropriate range of sources and information, including ICT based sources To ask and answer questions, and to select and record information relevant to the focus of the enquiry</p>		<p>5a/b/c To recall historical information To use dates and historical vocabulary To communicate their knowledge and understanding of history in a variety of ways (if writing a historical WebPlay)</p>
PHSE and Citizenship	<p>3e To recognise the different risks in different situations and then decide how to behave responsibly (using the internet)</p> <p>5b To feel positive about themselves, by producing profiles and portfolios of achievements, and having opportunities to show what they can do</p>	<p>1e To find out about the range of jobs carried out by people they know</p> <p>2i To find out about the range of national, regional, religious and ethnic identities in the United Kingdom – if doing WebPlay National</p>		

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PHSE and Citizenship cont...		<p>3e To recognise the different risks in different situations and then decide how to behave responsibly (using the internet)</p> <p>4b/f To learn about the lives of people living in other communities, and people with different values and customs To learn that differences and similarities between people arise from a number of factors including cultural, ethnic racial and religion diversity, gender and disability.</p> <p>5b/f To feel positive about themselves, by producing profiles and portfolios of achievements, and having opportunities to show what they can do</p> <p>To develop good relationships through work and play – for example communicating with children in other countries</p>	<p>3e To recognise the different risks in different situations and then decide how to behave responsibly (using the internet)</p> <p>5b To feel positive about themselves, by producing profiles and portfolios of achievements, and having opportunities to show what they can do</p>	<p>3e To recognise the different risks in different situations and then decide how to behave responsibly (using the internet)</p> <p>5b To feel positive about themselves, by producing profiles and portfolios of achievements, and having opportunities to show what they can do</p>
Art and Design				<p>2c To learn to use a variety of methods and approaches to communicate observations ideas and feelings, and to design and make artefacts (such as props and sets for drama, and advertising materials).</p> <p>5a/b To explore a range of starting points for practical work and to work on their own and collaborate with others on projects in two and three dimensions and on different scales.</p>
Maths		<p>Ma4 2b/c To learn how to interpret tables, lists and charts used in everyday life To learn to represent and interpret discrete data using graphs and diagrams, including pictograms, bar charts, and line graphs</p>		