

# VIRTUAL MAGIC SCHOOL



Resource Pack and English Curriculum Links

January 2023

# Introduction

Thank you for signing up to Virtual Magic School! We hope you and your students enjoy the experience.

This document contains information created by teachers across Scotland and England on the links between respective primary school curricula and the Virtual Magic School course.

Also included are the links to each specific episode as well as any items you may need for the corresponding lesson (scissors, paper, rubber bands etc)

The last page contains our thanks to our funders as well as links to MagicFest's social media channels.



All lessons can be accessed [via this link to our website](#), or individually through the links below.

We'd really appreciate it if you (as the teacher) were able to complete [this very short 3-5 minute feedback form](#) after using Virtual Magic School to help MagicFest improve, expand and learn from the project.

**If you experience any technical issues or would like to get in touch about the project, please contact us at [info@magicfest.co.uk](mailto:info@magicfest.co.uk) or via social media (links on last page).**

# Curriculum links: [Lesson 1: Mind Reading](#)

## You will need:

Piece of paper

Pen / pencil

	KS1	KS2	General
Maths	<ul style="list-style-type: none"> <li>- Read and write numbers from 1 to 20 in numerals and words (Y1)</li> <li>- Add and subtract one and two digit numbers to 20, including zero (Y1)</li> <li>- Recall and use addition and subtraction facts to 20 fluently (Y2)</li> <li>- Add and subtract numbers using concrete objects, pictorial representations and mentally (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>- Through doubling, pupils connect the 2, 4 and 8 multiplication tables (Y3/4)</li> </ul>	<p><b>KS1 curriculum aim:</b> The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value</p>
English	<p><i>Y1-6 are combined for spoken language - see third column</i></p>	<p><i>Y1-6 are combined for spoken language - see third column</i></p>	<p><b>Spoken language curriculum aims:</b> Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate</p>

			<p>and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing</p> <p><b>Y1-6 outcomes</b></p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- articulate and justify answers, arguments and opinions</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Vocabulary development:</b></p> <p>It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.</p>
Computing	<ul style="list-style-type: none"> <li>- Recognise common uses of information technology beyond</li> </ul>	<ul style="list-style-type: none"> <li>- use sequence, selection, and repetition in programs; work with variables and</li> </ul>	<p><b>Curriculum aims Y1-6</b></p> <ul style="list-style-type: none"> <li>- Pupils can understand and apply the fundamental</li> </ul>

	school	various forms of input and output	principles and concepts of computer science, including abstraction, logic, algorithms and data representation
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# Curriculum links: [Lesson 2: Script Writing](#)

## You will need:

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

	KS1	KS2	General
English	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</li> </ul> <p>writing for different purposes (Y2)</p> <p>consider what they are going to</p>	<p>discussing and recording ideas (Y3/4)</p> <p>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4)</p> <p>evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements (Y3/4)</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4)</p>	<p><b>Spoken language:</b> Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing</p> <p>All pupils should be enabled to</p>

	<p>write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence (Y2)</li> </ul> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Y2)</p>	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5/6)</li> </ul>	<p>participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</p> <p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>
Art and design	<ul style="list-style-type: none"> <li>- use a range of materials creatively to design and make products</li> </ul>		<p><b>Purpose of study</b></p> <p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and</p>

			<p>design.</p> <p><b>Curriculum aim</b> - produce creative work, exploring their ideas and recording their experiences</p>
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# Curriculum links: [Lesson 3: Rubber Bands](#)

## You will need:

Small rubber bands, one per child if possible.

	KS1	KS2	General
English	Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally (Y2)*		<p><b>*This is the only place in the English National Curriculum that mentions fine motor skills, which is ridiculous. But this lesson supports fine motor skills and all schools recognise the importance of that.</b></p> <p><b>There's also nothing in the curriculum about 'peer support' which is another important aim that all schools value.</b></p> <p><b>Spoken language:</b> Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register</p>

			for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing
Science	<p><b>Working scientifically (Y1/2):</b></p> <ul style="list-style-type: none"> <li>- observing closely, using simple equipment</li> <li>- identifying and classifying</li> </ul> <p><b>Everyday materials (Y1)</b></p> <ul style="list-style-type: none"> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Uses of everyday materials (Y2)</b></p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Forces (Y5)</b></p> <ul style="list-style-type: none"> <li>- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>- pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul> <p><b>Spoken language</b></p> <p>The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely</p>
Physical education		develop flexibility, strength, technique, control and balance	

# Curriculum links: [Lesson 4: Script Writing](#)

**You will need:**

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

	KS1	KS2	General
English	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</li> </ul> <p>writing for different purposes (Y2)</p> <p>consider what they are going to write before beginning by:</p>	<p>discussing and recording ideas (Y3/4)</p> <p>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4)</p> <p>evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements (Y3/4)</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4)</p> <p>evaluate and edit by:</p>	<p><b>Spoken language:</b> Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing</p> <p>All pupils should be enabled to participate in and gain knowledge,</p>

	<ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence (Y2)</li> </ul> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Y2)</p>	<ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5/6)</li> </ul>	<p>skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</p> <p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>-are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> <p><b>Another thing not mentioned in the curriculum that this lesson addresses is 'developing a growth mindset.'</b></p>
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# Curriculum links: [Lesson 5: Card Balance](#)

**You will need:**

Pack of cards or card cut 6cm x 9cm and 3 x 9 cm for each pupil.

Light object to balance.

	KS1	KS2	General
Art and design	<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p><b>Curriculum aim</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> </ul>
Science	<p><b>Uses of everyday materials (Y2)</b> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Forces (Y5)</b></p> <ul style="list-style-type: none"> <li>- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>	<p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>- pupils are equipped with the scientific knowledge required to</li> </ul>

			<p>understand the uses and implications of science, today and for the future.</p> <p><b>Spoken language</b> The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely.</p>
Physical Education	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>develop flexibility, strength, technique, control and balance</p>	
Maths	<p>Measure and begin to record lengths (Y1)</p> <p>Compare mass/weight (Y1)</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) (Y2)</p>	<p>measure, compare, add and subtract lengths (m/cm/mm) (Y3)</p> <p>identify right angles (Y3)</p>	

**\*Peer support is also applicable to this lesson\***

# Curriculum links: [Lesson 6: Script Writing](#)

**You will need:**

Piece of paper

Pen / pencil

(if possible a camera / tablet to help film the “performances” to help develop the script)

	KS1	KS2	General
English	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</li> </ul> <p>writing for different purposes (Y2)</p> <p>consider what they are going to write before beginning by:</p>	<p>discussing and recording ideas (Y3/4)</p> <p>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4)</p> <p>evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements (Y3/4)</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4)</p> <p>evaluate and edit by:</p>	<p><b>Spoken language:</b> Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing</p> <p>All pupils should be enabled to participate in and gain knowledge,</p>

	<ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence (Y2)</li> </ul> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Y2)</p>	<ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5/6)</li> </ul>	<p>skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</p> <p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> <p><b>Fine motor skills applies here too.</b></p>
Physical Education	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to	develop flexibility, strength, technique, control and balance	



	apply these in a range of activities		
Art and design	<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<b>Curriculum aims:</b> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> </ul>

**\*Developing a growth mindset applies here too\***

# Curriculum links: [Lesson 7: Dominoes](#)

**You will need:**

Piece of paper

Pen / pencil

Scissors

	KS1	KS2	General
Maths	identify and represent numbers using objects and pictorial representations (Y1)  identify, represent and estimate numbers using different representations (Y2)	identify, represent and estimate numbers using different representations (Y3/4)	

**\*Fine motor skills, growth mindset and peer support apply here too\***

**\*Memory also doesn't feature in the curriculum, but is also a huge topic in primary schools at the moment so definitely worth highlighting\***

# Curriculum links: [Lesson 8: Script Writing](#)

## You will need:

Piece of paper

Pen / pencil

Scissors

	KS1	KS2	General
Maths		read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value (Y4)	
Physical Education	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	develop flexibility, strength, technique, control and balance	
Design and technology	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making  Pupils should be taught to:	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making	

	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>		
English	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</li> </ul> <p>writing for different purposes (Y2)</p> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write</li> </ul>	<p>discussing and recording ideas (Y3/4)</p> <p>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4)</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements (Y3/4)</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4)</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Spoken language:</b></p> <p>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing</p> <p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice</p>

	<p>about</p> <ul style="list-style-type: none"> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence (Y2)</li> </ul> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Y2)</p>	<ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5/6)</li> </ul>	<p>of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</p> <p><b>Curriculum aims:</b></p> <ul style="list-style-type: none"> <li>- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>-are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>
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# With thanks

We would like to extend our warmest thanks to Baillie-Gifford, Creative Scotland, and The Space Arts for their funding of this project and without whose support it would not have been possible.



*Actual Investors*



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