

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Sign Home-School Planners - reading</li> <li>● Revisit Class Charter (including 5 school rules/rights)</li> <li>● British Values</li> <li>● Anti-bullying</li> <li>● Dyslexia Gold Assessments updated</li> <li>● Pupil progress meeting</li> <li>● English, Maths and Standards Scrutiny</li> <li>● ScholarPack assessment update end of term</li> <li>● Class track assessments part of PPA</li> <li>● Maths and English assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Chinese New Year - 22<sup>nd</sup> January</li> <li>● Burns Night - 25<sup>th</sup> January</li> <li>● Safer Internet Day – 7<sup>th</sup> February</li> <li>● Valentine’s Day - 14<sup>th</sup> February</li> <li>● Shrove Tuesday - 21<sup>st</sup> February</li> <li>● Lent – 22<sup>nd</sup> February</li> <li>● St David’s Day – 1st March</li> <li>● St Patrick’s Day -17<sup>th</sup> March</li> <li>● Holi - 8<sup>th</sup> March</li> <li>● Mother’s Day - 19<sup>th</sup> March</li> <li>● Ramadan – 22<sup>nd</sup> March/21<sup>st</sup> April.</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point – Mind Map/AfL</li> <li>● Class Story – Everest with AJ – Matt Dickinson</li> <li>● Homework – Class Dojo</li> <li>● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> <li>● DEAR</li> <li>● Reading reward for 5 reads per week and reading activities</li> <li>● Exit point - Sharing work / meta-cognition activity</li> <li>● Interventions.</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b>Everest with AJ – Matt Dickinson</b></p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?</p>	<p><b>Focus:</b>  GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.  Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?</p>	<p><b>Focus:</b>  Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat sentences, weekly spellings, and phonic lessons/interventions.</p> <p><b>Grammar</b>  Can I recognise and use the terms subject and object?  Can I identify the difference between active and passive voice?  Can I write in the active voice?</p>

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

(continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
 reading books that are structured in different ways and reading for a range of purposes  
 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
 recommending books that they have read to their peers, giving reasons for their choices  
 identifying and discussing themes and conventions in and across a wide range of writing  
 making comparisons within and across books  
 learning a wider range of poetry by heart  
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience).

Can I understand what I read? (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
 asking questions to improve their understanding  
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
 predicting what might happen from details stated and implied

Can I identify what makes a WAGOLL expected or greater depth than age-related standard?  
 Can I up level my vocabulary by investigating connotations of words?  
 Can I choose a variety of exciting sentences in the right genre context?

**Genres:**

**Evocative description using senses.**

Can I use personification, metaphors and similes to describe Mount Everest?

**Everest with AJ – first-person narrative (style of AJ)**

Can I stylize my writing to write as dog?

**Mountain adventure narrative**

Can I plan, write and edit a mountain adventure story?

**Diary Entry**

Can I write a diary entry from Kian's point of view?

**Biographical Writing**

Can I write a biography on Tenzing Norgay?

**Newspaper**

Can I plan, write and edit a newspaper article based on the Everest disaster in Everest with AJ?

**Narrative based on myths and legends of the Himalayas**

Can I retell a Himalayan myth or legend?

**Handwriting**

*Collins Happy Handwriting scheme.*

Can I write in the passive voice?  
 Can I find synonyms of words to up level my writing?  
 Can I identify antonyms of words and use them in my writing?  
 Can I use vocabulary strategies to identify the meaning of unknown words?  
 Can I use semicolons, colons or dashes to mark boundaries between independent clauses?  
 Can I use a colon within sentences to subordinate?  
 Can I use hyphens to avoid ambiguity?  
 Can I use brackets, dashes or commas to indicate parenthesis?  
 Can I recognise types of phrases and clauses?  
 Can I use apostrophes for contraction and possession?

**Spelling**

***USE OF SPELLING SHED FOR WEEKLY SPELLINGS.***

Can I spell words from the 5/6 statutory spelling list?

Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful.

Continue to learn strategies and spelling patterns through morphology - root words, prefixes and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  
 identifying how language, structure and presentation contribute to meaning).

Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?

Can I distinguish between statements of fact and opinion?

Can I retrieve, record and present information from non-fiction?

Can I 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?

Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?

Can I provide reasoned justifications for my views?

**Spoken Language**

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?

Can I write all letters legibly?  
 Can I increase my speed when writing in length ensuring legibility?  
 Can I recognise the needed length for each ascender and descender?  
 Can I recognise where all letters should join?  
 Can I begin to make decisions on which letters need to be left un-joined?  
 Can I recognise when to use an un-joined style?  
 Can I peer-assess handwriting to provide constructive feedback on how to improve?

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

**Maths**

**Prior Learning/Knowledge**

**Focus:**

[Year 5 Scheme of Learning Small Steps Spring.pdf](#)  
[whiterosemaths.com](http://whiterosemaths.com)

Week 1 – 3: Multiplication & Division B

Week 4 – 5: Fractions B

Week 6 – 8: Decimals & Percentages

Week 9 – 10: Perimeter & Area

Week 11 – 12: Statistics

**Week 1 – 3 Can I...?**

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division.

**Week 6 – 8 Can I...?**

- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Equivalent fractions and decimals
- Thousandths as fractions
- Thousandths as decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3 decimal places
- Round to the nearest whole number
- Round to 1 decimal place
- Understand percentages
- Percentages as fractions
- Percentages as decimals
- Equivalent fractions, decimals and percentages.

**Week 9 – 10 Can I...?**

- Perimeter of rectangles

**Additional Maths Teaching / Learning**

**Daily:**

- Counting/ Learn Its
- Flashback
- Assessment for Learning
- Problem-Solving and Reasoning
- Pre-teach
- Times table interventions.

**Weekly:**

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family
- TTRS practice.

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

<p><b>Week 4 – 5 Can I...?</b></p> <ul style="list-style-type: none"> <li>• Multiply a unit fraction by an integer</li> <li>• Multiply a non-unit fraction by an integer</li> <li>• Multiply a mixed number by an integer</li> <li>• Calculate a fraction of a quantity</li> <li>• Fraction of an amount</li> <li>• Find the whole</li> <li>• Use fractions as operators.</li> </ul>	<ul style="list-style-type: none"> <li>• Perimeter of rectilinear shapes</li> <li>• Perimeter of polygons</li> <li>• Area of rectangles</li> <li>• Area of compound shapes</li> <li>• Estimate area.</li> </ul> <p><b>Week 11 – 12 Can I...?</b></p> <ul style="list-style-type: none"> <li>• Draw line graphs</li> <li>• Read and interpret line graphs</li> <li>• Read and interpret tables</li> <li>• Two-way tables</li> <li>• Read and interpret timetables.</li> </ul>	
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><b><u>Prior Learning/Knowledge</u></b>          Shading – tones          Primary colours          How to mix secondary colours.</p> <p><b><u>Focus:</u></b>          Pencil, Paint and ink.</p> <p><b><u>Vocabulary:</u></b>          Texture, tone, effects, depth, perspective, design, pattern, colour, materials,</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b></p> <p><b><u>Moving Toys</u></b>          Can I investigate toys with moving cams mechanisms?          Can I investigate different types of cam mechanisms?          Can I investigate ways of strengthening structures for a moving toy?          Can I design a moving toy with a cam mechanism?          Can I follow a design to create a moving toy with a cam mechanism?</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Y2 - Uses of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.          Y3 - Forces and magnets. Compare and group materials together, according to whether they are solids, liquids or gases.</p>

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

**Pencil:**

Can I use drawing pencils, charcoal & chalk to create contrasting effects of line, texture & tone?  
 Can I develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings?  
 Can I use appropriate pattern in designs to show depth and perspective?

**Ink and Paint: Inspired by Craig Muderlak, Nikki Frumpkin and Sarah Uhl**

Can I build-up pattern for creating depth?  
 Can I choose contrasting colours to make aspects of my art stand out?

**Expression:**

Can I use a sketchbook to store information on colour mixing, brush marks, etc.?

Can I evaluate a finished moving toy?

**Vocabulary:**

Y4 - States of matter. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Focus:**

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

		<p><b><u>Vocabulary:</u></b>  Materials, solid, liquids, gases, melting, freezing, evaporating, condensing, conductor, insulator, transparency, dissolving, soluble, insoluble, sieving, filtering, irreversible.</p> <p><b><u>Key Questions:</u></b></p> <p>LC: Can I investigate the physical properties of materials?</p> <p>LC: Can I investigate the thermal properties of materials?</p> <p>LC: Can I investigate the electrical properties of materials?</p> <p>LC: Can I investigate dissolving materials?</p> <p>LC: Can I investigate how to separate mixtures?</p> <p>LC: Can I investigate irreversible changes?</p>
<b><u>French (Modern Foreign Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b>  <b><u>Weather</u></b>  <b><u>Romans</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b></p> <p><b><u>Vocabulary:</u></b></p>	<p><b><u>EQ: Does history fairly choose and tell the story of all significant individuals?</u></b></p> <p>Cultural links: Nepalese soldiers in WW2 – link to adaptations due to climate.</p>

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

<p>Can I introduction of vocabulary for weather?          Can I consolidate weather vocabulary with a matching pairs game?          Can I complete weather reading &amp; listening activities incorporating days of the week?          Can I create a weather map work?          Can I create my own French weather forecast?</p> <p><b>Briefly introduce Roman history and story of Romulus &amp; Remus</b>          Can I say key people in Roman history?          Can I name Roman Gods and Goddesses and their links to days of the week?          Can I name famous Roman inventions?          Can I say what being a child in Roman times was like (rich and poor comparisons)?</p> <p><b><u>Vocabulary:</u></b></p>	<p>EQ: Why are mountains so important?</p> <p><b>Physical:</b>          Can I find out how the world’s greatest mountain ranges formed?          Can I learn why Edmund Hillary and Tenzing Norgay find fossils of sea animals at the summit of Everest?          Can I find out how are the Cambrian mountains different from the Himalaya Mountains?</p> <p><b>Human:</b>          Can I learn why the legend of Mallory and Irvine is the greatest unsolved mystery of mountaineering?          Can I understand that climate change is such a challenge for locals?</p> <p><b>Mapwork:</b>          Can I find out why the mountains of Olympus, Mauna Kea and Everest so important?</p> <p><b>Fieldwork:</b>          Can I find out what mountain ranges are local to us and why are they so important in terms of Geology and tourism?</p>	<p>Significant Individuals: Hillary and Tenzing Norgay</p> <p><b>Key Vocabulary:</b>  <i>Significant, Sherpa, record</i></p> <p><b>Key Knowledge:</b>          Can I describe how George Mallory might have been the first to climb Everest, stating arguments for and against this?          Can I describe how Hillary and Norgay reached the peak of Everest and how historical factors influence this achievement?</p> <p><b>Black History:</b>          Can I explain the significance Tenzing Norgay?          Can I explain why black history is so important?</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>



**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

**Prior Learning/Knowledge:**

**Focus:**

Musical Spotlight: Exploring Key & Time Signatures  
 Name: Social Theme: How Does Music Improve Our World?

**Vocabulary:**

Staccato, Legato, Slur, Pianissimo, fortissimo, mezzo forte/piano, sharp/flat (for tuning)  
 Dissonance, discordant, resolution, minuet and trio, gavotte (as movement titles)

**(Charanga)**

**Listening and Responding to music:**

Can I demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning?  
 Can I identify and describe a variety of contrasting feelings as they relate to music?  
 Can I demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music?

**Understanding and using the language of music:**

Can I follow the instrumental part on the screen when playing instrumental parts? Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).

**Prior Learning/Knowledge:**

Steps to P.E previous units.

**Focus:**

Dance, Gymnastics, Net/wall

**Vocabulary:**

Arch, Asymmetrical, Balance, Bridging, Canon, Counterbalance, Direction, Dish, Dynamic, Evaluate, Extend, Level, Points, of, balance, Pull, Push, Rolling, Rotation, Sequence, Shape, Star

Agility, Back, point, step, Posture, Balance, Beats, Bollywood, dancing, Break-it-down, Canon, Co-ordination, Collaboration, Control, Dynamics, Emotion, Endurance, Expression, Flexibility, Fluency, Improvise, Lotus, Motif, Muscular strength, Phrasing, Prayer, Rhythm, Sections, Sequence, Space, Stamina, Timing, Unison, Variation

Backhand, Drop, serve, Forehand, Overhead serve, Rally, Rally building, Scoring, Volley

**Gymnastics - Floor**

Can I use a variety of rolls?  
 Can I perform all rolls with control?  
 Can I perform a cartwheel?  
 Can I perform and evaluate a sequence?  
 Can I combine and adapt a sequence?

**Using JIGSAW Scheme of Work**

**Prior Learning/Knowledge:**

Children have completed these units before in Y4 at a then age appropriate level so these units will build on the foundation laid last year.

**Focus:**

*Celebrating Differences (finishing off from last term)*  
 Dreams and Goals  
 Healthy Me

**Vocabulary:**

**Celebrating Difference:** racism, colour, race, discrimination, culture, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber-bullying, texting, problem-solving, indirect, direct, happiness, difference, similarity, continuum, developing world, celebration, artefacts, presentation, display  
**Dreams and Goals:** dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career. profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship. communication, support, rallying, team work,  
**Healthy Me:** choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, pressure, debate, opinion, fact, choices, motivation

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

<p>Can I create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task?</p> <p>Can I make an informed decision as to which notes and expression to use when composing and improvising with the song?</p> <p><b>Developing Performance Awareness and Skills:</b></p> <p>Can I demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music?</p> <p>Can I demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing?</p> <p>3c: When planning, rehearsing, introducing and performing the song, Can I...?</p> <ul style="list-style-type: none"> <li>● Understand and make connections between the music encountered and the Social Theme.</li> <li>● Understand and apply learning from the Musical Spotlight.</li> <li>● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</li> </ul>	<p>Can I refine and perform a sequence?</p> <p><u>Dance - Interpretive</u></p> <p>Can I respond to music?</p> <p>Can I create a narrative based on music?</p> <p>Can I refine narrative?</p> <p>Can I perform narrative?</p> <p><u>Gymnastics – Flight</u></p> <p>Can I perform jumps and land safely?</p> <p>Can I perform Sissone Furma and Cat Leap?</p> <p>Can I perform Change Leg and Stag Leaps?</p> <p>Can I copy a sequence?</p> <p>Can I create an original sequence?</p> <p>Can I refine and adapt a sequence?</p> <p><u>Net/Wall</u></p> <p>Can I consolidate the forehand shot?</p> <p>Can I consolidate the backhand shot?</p> <p>Can I consolidate the volley?</p> <p>Can I serve?</p> <p>Can I develop the shot selection?</p> <p>Can I play and officiate a tennis game?</p>	<p><u>Puzzle 2- Celebrating Difference:</u></p> <p>Can I explain what racism is?</p> <p>Can I show awareness of my attitude towards people from different races?</p> <p>Can I understand how rumour spreading and name calling can be bullying behaviour?</p> <p>Can I give a range of strategies to manage my feelings in bullying situations?</p> <p>Can I explain the difference between direct and indirect types of bullying?</p>
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
Using Lincolnshire Agreed Syllabus	<u>Prior Learning/Knowledge:</u>	<b>WINK</b> -What I Now Know about... Provide an opportunity for children to assemble parts

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

**Prior Learning/Knowledge:**

(New syllabus this year) In Autumn term, children explored how Christians live their lives according to the Bible and how their beliefs are expressed in practice.

Following previous syllabus:

Y3- **Remembering** - which focused on Festivals. **Faith Founders**-which focused on key figures and founders of modern religions. **Encounters**- which focused on what makes a place sacred.

Y4- Children explored - **What does it mean to belong to a faith?** in which a range of religions including Hinduism were explored. **What makes a hero?** Which explored faith members and the sense of community within faiths. **What do religions teach us about looking after the world?** Which focused on the appreciation for the world as shown by world religions.

**Focus:**

**Being Human-Islam-Believing**

**Vocabulary:**

**Islam:** tawhid, Muslim, Abd, Khalifa, prophet, Qur'an, shariah, sunnah, Shahadah salah, zakat, sawn, Ramadan, Hajj, Hadith, Ummah

**Islam**

Can I explain what the Qur'an teaches Muslims about how they should treat others?

Can I explain how Muslim teachings guide the way Muslims act in the world?

**Spreadsheets 4.3 (Year 4)**

Formula wizard  
 Cell formatting  
 Timer, random number and spin buttons  
 Budget planner sheet  
 Line graphs

**Focus / Learning Questions:**

**Spreadsheets 5.3**

Can I use formulae within a spreadsheet to convert measurements of length and distance?  
 Can I use the count tool to answer hypotheses about common letters in use?  
 Can I use a spreadsheet to model a real-life problem?  
 Can I use formulae to calculate area and perimeter of shapes?  
 Can I create formulae that use text variables?  
 Can I use a spreadsheet to help plan a school cake sale?

**Databases 5.4**

Can I learn how to search for information in a database?  
 Can I contribute to a class database?  
 Can I create a database around a chosen topic?

**Vocabulary:**

of knowledge into a whole using creative thinking and problem solving.

**Process**-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation

**A Double Page Spread (A3) is to also be completed.**

**LEYS FARM JUNIOR SCHOOL**  
**Year 5– Spring Term 2023 Medium Term Plan**  
**Topic: The Roof of the World**

Can I explain how Muslim beliefs expressed in practice?  
 Can I explain how beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?

<p><b>Rows</b> Boxes running horizontally in a spreadsheet.</p>	<p><b>Spreadsheet</b> A computer program that represents data in cells in a grid of rows and columns. Any cell in the grid may contain either data or a formula that describes the value to be inserted based on the values in other cells.</p>	<p><b>Columns</b> Boxes running vertically in a spreadsheet.</p>
<p><b>Data</b> A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.</p>	<p><b>Format</b> The way that text looks. Formatting cells is helpful for interpreting a cell's contents for example you might want to format a cell to show a fraction e.g. 4 ½ or include units such as £ or \$.</p>	<p><b>Formula</b> A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formula is formulae.</p>
<p><b>Advance mode</b> A mode of 2Calculate in which the cells have references and can include formulae.</p>	<p><b>Formula Bar</b> An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.</p>	
<p><b>Formula Wizard</b> The wizard guides you in creating a variety of formulae for a cell such as calculations, totals, averages, minimum and maximum for the selected cells.</p>	<p><b>'How Many?' Tool</b> Counts how many of a variable there are in a spreadsheet.</p>	<p><b>Totalling tool</b> Adds up the value of every cell above it, next to it or diagonal to it according to which total tool is selected.</p>
	<p><b>Variable</b> Used in computing to keep track of things that can change while a program is running.</p>	