

LEYS FARM JUNIOR SCHOOL
Year 5– Spring Term 2024 Medium Term Plan
Topic: The New World

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Safe adults ● School Rights ● Protected Characteristics ● British Values ● Sports Leaders. 	<ul style="list-style-type: none"> ● 15th January – World Religion Day ● 15th January – Martin Luther King Day ● 17th January – Energy Saving Week ● 22nd January – Lunar New Year ● 23rd January – National Handwriting Day ● 25th January – Burns Night ● 28th January – Storytelling Week ● February – LGBTQ+ Month ● 2nd February – NSPCC Number Day ● 6th February – Safer Internet Day ● 10th February – Chinese New Year ● 13th February – Children's Mental Health Week ● 7th March – World Book Day ● 23rd March – World Maths Day. 	<ul style="list-style-type: none"> ● Class Story – George’s Marvellous Medicine ● Class Text – Journey to Jo ’burg ● Reading Plus ● Homework – given on a Monday ● Active Brain Breaks- Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers ● TT Rockstars battles.
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus: 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>Can I maintain positive attitudes to reading and an understanding of what I read?</p>	<p>Focus: 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>Focus: 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>Grammar Can I identify and use modal verbs? Can I use commas for clauses correctly?</p>

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(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 have read? (by checking that the book makes sense, 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, 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 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:
 Persuasive leaflet
 Can I write a persuasive leaflet to encourage people to move to America including the Homestead Act?
 Poetry
 Can I write a poem that includes riddles?
 Narrative
 Can I write a narrative about the storming of the Bastille?
 Instructions
 Can I write instructions on how to terrorise peasants?
Handwriting
Collins Happy Handwriting scheme.
 Can I write all letters legibly?
 Can I increase my speed when writing in length ensuring legibility?

Can I identify and use rhetorical questions?
 Can I use semi-colons?
 Can I correctly use relative clauses?
 Can I identify and use hyphens correctly?
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.

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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 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?

Maths

Prior Learning/Knowledge

Additional Maths Teaching / Learning

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Focus:

[Year 5 Scheme of Learning Small Steps Spring.pdf](#)
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 4 – 5 Can I...?

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer

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
- Perimeter of rectilinear shapes
- Perimeter of polygons
- Area of rectangles
- Area of compound shapes
- Estimate area

Week 11 – 12 Can I...?

Daily:

- Fluency
- Assessment for Learning
- Problem-Solving and Reasoning
- Pre-teach
- Times table interventions

Weekly:

- Arithmetic test
- Rapid recall boards/fact family
- TTRS practice

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<ul style="list-style-type: none"> • Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators. 	<ul style="list-style-type: none"> • Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables. 	
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><u>Prior Learning/Knowledge</u> Shading – tones Primary colours How to mix secondary colours</p> <p><u>Focus:</u> Art through technology, collage.</p> <p><u>Skills:</u> Texture, pattern, colour, line, tone</p> <p>Andreas Gursky/ Charles Rennie Mackintosh Contemporary/Art nouveau Robert Rauschenberg – digital collage</p> <p><u>Vocabulary:</u> <u>Photography:</u> Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed,</p>	<p><u>Prior Learning/Knowledge:</u> Photo frames Money containers</p> <p><u>Focus:</u> Moving Toys</p> <p><u>Vocabulary:</u> Cam, dowel, mechanism, follower, structure, evaluate.</p> <p>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? Can I evaluate a finished moving toy?</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>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.</p> <p>Y3 - Forces and magnets. Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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.</p> <p><u>Focus:</u> Properties of materials</p>

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Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion.

Collage:

Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic, card, paper, tissue, ribbon.

Photography:

Pupils scan an image or take digital photographs and use software to alter them. They adapt them and create work with meaning. Pupils compose a photo with thought for textural qualities, light and shade. They have opportunity to explore modern and traditional artists using ICT and other resources. They combine a selection of images using digital technology considering colour, size and rotation.

Collage:

Pupils have an awareness of the potential of the uses of material and a range of fabric properties. They use this knowledge to select and combine appropriate materials to create a chosen design.

Vocabulary: Materials, solid, liquids, gases, melting, freezing, evaporating, condensing, conductor, insulator, transparency, dissolving, soluble, insoluble, sieving, filtering, irreversible.

Key Questions:

Can I investigate the physical properties of materials?

Can I investigate the thermal properties of materials?

Can I investigate the electrical properties of materials?

Can I investigate dissolving materials?

Can I investigate how to separate mixtures?

Can I investigate irreversible changes?

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They use different techniques, colours and textures when designing and making pieces of work. Pupils be expressive and analytical and able to adapt, extend and justify their work. They explore artists and evaluate their pieces. Pupils work in the style of a chosen artist to create their designs.

Can I research an artist to create a biography?
 Can I practice the skills of texture and pattern?
 Can I create an imitation of Mackintosh's artwork?
 Can I create a unique piece of art in the style of Mackintosh?
 Can I evaluate my artwork?

Can I research artists to create a biography?
 Can I practice creating to photograph?
 Can I create an imitation of Gursky/Rauschenberg's artwork?
 Can I create a unique piece of art in the style of Gursky/Rauschenberg?
 Can I evaluate my artwork?

French (Modern Foreign Languages)

Geography

History

Prior Learning/Knowledge:

Phonetics L3

Focus:

The Date
 In the Classroom

Prior Learning/Knowledge:

Around the World

Focus:

Creole, Mississippi, New York, Wild West.

Vocabulary:

EQ: Why did people want to settle in America?
 What were some cultural differences between the indigenous people and European settlers?
 What is prejudice and discrimination and why has it happened throughout history?
 What was the transatlantic slave trade and how did it lead to African culture influencing America?

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<p>Vocabulary: Mon, ma, mes, trousse, stylo, livre, calculatrice, ciseaux, gomme, j'ai, je, regle.</p> <p>Can I practice the days of the week in French?</p> <p>Can I practice the months in French?</p> <p>Can I practice numbers up to 31 in French?</p> <p>Can I practice reading the date in French?</p> <p>Can I practice writing the date in French?</p> <p>Can I draw and label what is inside my school bag in French?</p> <p>Can I read and translate a passage to understand what is in someone's school bag?</p> <p>Can I write what is in my school bag in French?</p> <p>Can I understand what is in someone's school bag?</p> <p>Can I translate a text about items in a school bag?</p>	<p>Settlement pattern, immigrant, refugee, densely populated, region, culture, watershed, tributaries, meanders, river source, river mouth.</p> <p>EQ: What are the reasons for migration and settlement?</p> <p>How does the geography of the USA change in different regions?</p> <p>What is the culture like in different regions? Why?</p> <p>How has the geography of the USA changed over time?</p> <p>Can I investigate and describe a location in North America? (Physical and Human)</p> <p>Can I understand how social geography can describe the history of a location? (Human)</p> <p>Can I analyse historical picture-based sources and understand why places change overtime?</p> <p>Can I understand the cultural regions of the USA? (Human)</p> <p>Can I compare and contrast climate data? (Physical)</p> <p>Can I identify the course and watershed of a river? (Physical)</p> <p>Can I understand the historical culture of the Deep South? (Human)</p>	<p>What is a revolution and why do they happen?</p> <p>Key Vocabulary: Colony, expedition, indigenous, stereotype, prejudice, discrimination, reliability, bias, plantations, revolution, guillotine.</p> <p>Can I give reasons for settlers choosing to settle in America and the consequences for Native Americans?</p> <p>Can I explain what Native American culture was like?</p> <p>Can I explain some of the key cultural differences between indigenous Americans and the early settlers?</p> <p>Can I understand the importance of the first successful English settlement in North America?</p> <p>Can I understand why pilgrims left England for America and how they survived in the New World?</p> <p>Can I explain the causes, effects and consequences of the Transatlantic Slave Trade?</p> <p>Can I compare the American Revolution to the French Revolution?</p> <p><u>Local link:</u> William Wilberforce led the movement to end slavery and he was born in Hull.</p>
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- Can I understand the National Parks and the role of the NPS? (Physical)
- Can I understand how the ‘West was Won’? (Human)
- Can I plan an expedition? (Human)
- Can I plot given locations on a map? (Physical)
- Can I explain if settlements have a pattern? (Human)
- Can I explain why people migrate? (Human)
- Can I explain what happens to refugees? (Human)

Music

Physical Education

Personal, Social and Health Education

Prior Learning/Knowledge:
 Charanga Year 4 Original Scheme

Focus:
 Make You Feel My Love
 Fresh Prince of Bel Air

Vocabulary:
 Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

Prior Learning/Knowledge:
 Dance Y3/4, Golf Y3/4, Football Y3/4, Netball Y3

Focus:
 Dance, football, netball, golf.

Vocabulary:
 Actions, canon, choreograph, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison.

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:
 Dreams and Goals
 Healthy Me

Vocabulary:
Dreams and Goals: dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career. profession, salary, contribution, society,

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Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

(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).

Can I create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task?

Can I make an informed decision as to which notes and expression to use when composing and

Abide, appropriate, assess, close down, consecutive, create, draw, drive, maintain, possession, situation, sportsmanship, tactics, transition, turnover.

Abide, angle, assess, ball carrier, ball side, close down, contest, definite, dominant, draw, drive, extend, maintain, possession, rebound, umpire.

Align, angle, chip, drive, force, grip, par, putt, shot, situation, stance.

Dance

Can I create a dance using a random structure and perform the actions showing quality and control?

Can I understand how changing dynamics changes the appearance of the performance?

Can I understand and use relationships and space to change how a performance looks?

Can I copy and repeat movements in the style of rock ‘n’ roll?

Can I work with a partner to copy and repeat actions in time with the music?

Can I work collaboratively with a group to choreograph a dance in the style of rock ‘n’ roll?

Football

Can I maintain possession when dribbling?

Can I dribble with control under pressure?

Can I select the appropriate skill, choosing when to pass and when to dribble?

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

Puzzle 3: Dreams and Goals

Can I understand that I will need money to help me achieve some of my dreams?

Can I investigate a range of jobs carried out by people I know and explore how much people earn in different jobs?

Can I identify what job I would like to do when I grow up?

Can I understand dreams and goals of people in other cultures?

Can I understand that communicating with someone in a different culture means we can learn from each other?

Can I encourage my peers to support young people here and abroad to support their aspirations?

Puzzle 4: Healthy Me

Can I understand the dangers of smoking?

Can I understand the risks of alcohol?

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improvising with the song?

Developing Performance Awareness and Skills:

Can I demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music?

Can I demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing?

3c: When planning, rehearsing, introducing and performing the song, Can I...?

- Understand and make connections between the music encountered and the Social Theme.
- Understand and apply learning from the Musical Spotlight.
- Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Can I move into and create space to support a teammate?
 Can I use the appropriate defensive technique for the situation?
 Can I apply rules, skills and principles to play in a tournament?

Netball

Can I develop passing and moving to maintain possession?
 Can I use a variety of attacking skills to lose a defender?
 Can I move into and create space to support a teammate?
 Can I use defending skills to gain possession?
 Can I develop accuracy in the shooting action under pressure?
 Can I use and apply skills, principles and tactics to a game situation?

Golf

Can I explore technique for hitting accurately over a short distance?
 Can I explore technique for hitting over a short distance?
 Can I select and apply the correct technique for the situation?
 Can I explore the technique for a long game?
 Can I select the appropriate shot for the situation?
 Can I apply knowledge of rules and skills to design and compete in a tournament?

Can I put into practice basic emergency aid procedures?
 Can I understand how the medial, social media and celebrity culture promotes certain body types?
 Can I describe the different roles food can play in people’s lives?
 Can I know what makes a healthy lifestyle?

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<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p>Using Lincolnshire Agreed Syllabus</p> <p><u>Prior Learning/Knowledge:</u> In Autumn term, children explored how Christians live their lives according to the Bible and how their beliefs are expressed in practice.</p> <p><u>Focus:</u> Being Human-Islam-Believing</p> <p><u>Vocabulary:</u> Islam: tawhid, Muslim, Abd, Khalifa, prophet, Qur'an, shariah, sunnah, Shahadah salah, zakat, sawn, Ramadan, Hajj, Hadith, Ummah.</p> <p>Can I understand the key beliefs of Islam? Can I understand what the Five Pillars of Islam are? Can I understand what Isla family life is like? Can I understand what the 'Hadith' is? Can I understand the work of Muslim charities?</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Spreadsheets 4.3 (Year 4)</u></p> <p>Formula wizard Cell formatting Timer, random number and spin buttons Budget planner sheet Line graphs</p> <p><u>Focus / Learning Questions:</u></p> <p><u>Spreadsheets 5.3</u></p> <p>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?</p> <p><u>Databases 5.4</u></p> <p>Can I learn how to search for information in a database?</p>	<p>WINK-What I Now Know... Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Write a poem • Create a map • Write a song • Design a poster • PowerPoint presentation. <p>A Double Page Spread (A3) is to also be completed.</p>

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Can I contribute to a class database?
 Can I create a database around a chosen topic?

Vocabulary:

<p>Rows Boxes running horizontally in a spreadsheet.</p>	<p>Spreadsheet 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>Columns Boxes running vertically in a spreadsheet.</p>
<p>Data 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>Format 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>Formula A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formula is formulae.</p>
<p>Advance mode A mode of 2Calculate in which the cells have references and can include formulae.</p>	<p>'How Many?' Tool Counts how many of a variable there are in a spreadsheet.</p>	<p>Formula Bar An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.</p>
<p>Formula Wizard 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>Variable Used in computing to keep track of things that can change while a program is running.</p>	<p>Totalling tool Adds up the value of every cell above it, next to it or diagonal to it according to which total tool is selected.</p>