

LEYS FARM JUNIOR SCHOOL
Year: 5 Autumn Term 2024 Medium Term Plan
Topic: Once Upon a Planet

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Safe adult list • Sign Home-School Planners • Class Charter (including 4 school rules/rights) • School Council • Subject Ambassadors (inform children) • Sports Leaders 	<ul style="list-style-type: none"> • National Coding Week • Macmillan Coffee Morning • Recycling Week • Black History Month • World Mental Health Day • Harvest Festival • Christmas 	<ul style="list-style-type: none"> • Entry point – Visit to The Deep • Exit point – Meta-cognition Presentation • Class Text - Running Wild • Homework • PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Planetarium
<u>English (Reading/Spoken Language)</u>	<u>English (Reading/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>Running Wild George (LGBTQ+) - link to Big Talk</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read? Can I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? Can I read books structured in different ways for a range of purposes?</p>	<p>Can I give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings? Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments? Can I use spoken language to develop understanding through hypothesising, imagining, and exploring ideas? Can I speak audibly and fluently with an increasing command of Standard English? Can I participate in discussions, presentations, performances, role-play/improvisations, and debates? Can I gain, maintain and monitor the interest of the listener(s)? Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?</p>	<p>Focus: Grammar is learnt naturally and implicitly through interactions with other speakers and from reading. Building a knowledge of grammar is best achieved through a focus within the teaching of reading, writing, and speaking. The following objectives are taken from the National Curriculum and applied across the curriculum.</p> <p>Grammar</p> <p>Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? Can I use passive verbs to affect the presentation of information in a sentence? Can I use the perfect form of verbs to mark relationships of time and cause?</p>

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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 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 ask relevant questions to extend my understanding and knowledge?
 Can I use relevant strategies to build my vocabulary?
 Can I articulate and justify answers, arguments, and opinions?

Can I select and use appropriate registers for effective communication?

Writing

Focus:

The Following National Curriculum objectives are taught throughout the curriculum, making cross curricular links with class texts where possible.

GRASP – developing and understanding of genre conventions, register, audience, subjects, and purpose and how they interlink.

Genres:

Can I create a character Description? – Running Wild (Oona)
 Can I write characterising Speech? – Running Wild
 Can I write a setting Description? – Running Wild
 Can I plan and write a narrative? – Running Wild

Handwriting

Can I join most letters legibly?
 Can I recognise the length needed for each ascender and descender?
 Can I develop speed in my handwriting, not compromising on presentation?
 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 use expanded noun phrases to convey complicated information concisely?
 Can I use modal verbs or adverbs to indicate degrees of possibility?
 Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun?
 Can I use commas to clarify meaning or avoid ambiguity in writing?
 Can I use hyphens to avoid ambiguity?
 Can I use brackets, dashes or commas to indicate parenthesis?
 Can I use semicolons, colons, or dashes to mark boundaries between independent clauses?
 Can I use a colon to introduce a list?
 punctuating bullet points consistently?

Spelling

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

Focus on suffixes:
 'ious, cious, tious, tial, cial, ant, ance, ancy, ent, ence, ible, able.

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Maths

Focus: Place Value/Multiplication and Division/Fractions:

Objectives are taken from the National Curriculum using White Rose Maths Scheme. This spiral curriculum contains problem solving and reasoning tasks to extend learning. Children were taught place value, numbers, and addition to 10000, multiplication, division, and fractions.

Place Value/Presentation

Cold Task – Place Value:

- Can I use Roman numerals to 1,000?
- Can I read and write numbers to 10,000?
- Can I read and write numbers to 100,000?
- Can I read and write numbers to 1,000,000?
- Can I learn the powers of 10?
- Can I count 10/100/1,000/10,000/100,000 more or less?
- Can I partition numbers to 1,000,000?
- Can I place numbers on a number line to 1,000,000?
- Can I compare and order numbers to 100,000?
- Can I compare and order numbers to 1,000,000?
- Can I round to the nearest 10, 100 or 1,000?
- Can I round within 100,000?
- Can I round within 1,000,000?

Hot Task – Place Value

Cold Task – Addition and Subtraction:

- Can I use mental strategies?
- Can I add whole numbers with more than four digits?
- Can I subtract whole numbers with more than four digits?
- Can I round to check answers?
- Can I use inverse operations (addition and subtraction)?
- Can I solve multi-step addition and subtraction problems?
- Can I compare calculations?
- Can I find the missing numbers?

Hot Task – Addition and Subtraction

Multiplication and Division

Cold Task – Multiplication and Division:

- Can I find multiples?
- Can I learn common multiples?
- Can I recall factors?
- Can I use common factors?
- Can I learn prime numbers?
- Can I learn square numbers?
- Can I learn cube numbers?
- Can I multiply by 10, 100 and 1,000?
- Can I divide it by 10, 100 and 1,000?
- Can I learn multiples of 10, 100 and 1,000?

Hot Task – Multiplication and Division

Cold Task - Fractions A:

- Can I find fractions equivalent to a unit fraction?
- Can I find fractions equivalent to a non-unit fraction?
- Can I recognise equivalent fractions?
- Can I convert improper fractions to mixed numbers?
- Can I convert mixed numbers to improper fractions?
- Can I compare fractions less than 1?
- Can I order fractions less than 1?
- Can I compare and order fractions greater than 1?
- Can I add and subtract fractions with the same denominator?
- Can I add fractions within 1?
- Can I add fractions with total greater than 1?
- Can I add to a mixed number?
- Can I add two mixed numbers?
- Can I subtract fractions?
- Can I subtract from a mixed number?
- Can I subtract from a mixed number - breaking the whole?
- Can I subtract two mixed numbers?

Hot Task – Fractions A

Additional Maths Teaching

Daily:

- Challenge/Fluency/Assessment for Learning

Weekly:

- Times tables
- Rapid recall boards/fact family

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<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><u>Prior Learning/Knowledge:</u> Children have previously worked with pencil and paint and experienced 3D modelling through clay. Children have worked with limited resources for collage including types of paper and cellophane.</p> <p><u>Focus:</u> Collage and Textiles</p> <p><u>Vocabulary:</u> Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Deduct, Practicality, Aesthetic.</p> <p><u>Collage:</u> Artist – Wassily Kandinsky – Movement Abstract/Expressionism. Derek Gores Plastic Can I combine a mixture of materials to create a collage based on a painting/drawing? Can I use similar sized and mixed sized materials and combine these? Can I use a range of textures? Can I design more complicated designs? Can I experiment with pattern and texture including mosaic?</p>	<p><u>Prior Learning/Knowledge:</u> Children will have covered stable structures during KS1 to learn about shapes and strengthening structures. During lower KS2, they will have worked on packaging and light up signs to hone skills with structures.</p> <p>Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <p>Children will generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><u>Focus:</u> Building Bridges</p> <p><u>Vocabulary:</u></p>	<p><u>Prior Learning/Knowledge: (See PLAN Matrix)</u> During KS1, children will have covered Earth and Space and seasonal changes. During lower KS2, children will have covered forces and magnets and rocks.</p> <p><u>Focus:</u> Forces Earth and Space</p> <p><u>Vocabulary:</u> Gravity, Mass, Weight, Newton, Air resistance, Friction, Variable, Mechanisms, Gears, Levers, Pulleys, Spherical, Relative, Dwarf planet, Orbit, Pull and push, Solar system, Star.</p> <p><u>Disciplinary Knowledge:</u></p> <p>Earth and Space Can I describe the movement of the Earth and other planets relative to the sun in the solar system? Can I describe the Sun, Moon, and Earth as approximately spherical bodies? Can I recognise that light appears to travel in straight lines? Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or</p>

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<p>Textiles: Can I plan a sculpture/design using reclaimed resources? Can I experiment with materials and processes? Can I use fabrics to sculpt my design? Can I use a range of stitches to my design? Can I use appropriate joining techniques?</p> <p>Sketchbooks objectives to run alongside procedural objectives: <i>Can I make notes about artists' style and designs?</i> <i>Can I make comments about other artists' work?</i> <i>Can I make comments on how to develop my ideas?</i> <i>Can I compare my sketchbook with others and make comments?</i> <i>Can I make adaptations to my designs?</i> <i>Can I discuss how I can improve my work?</i></p> <p>Substantive: Children will know: <i>Can I research artists/architects who use the same techniques?</i> <i>Can I examine the work of artists/architects and discuss their designs? Can I visit art galleries virtual/in person and express my thoughts about a piece of artwork? Can I engage in research and exploration to develop my personal ideas? Can I analyse and evaluate a given artist/architect and their work? Can I offer facts about notable artists/architects and their lives?</i></p>	<p>Pillars, beams, span, strengthen, prototype, trusses, arches, evaluate, deck, girders, piers, gravity, abutments, suspension, tension, compression.</p> <p>Building Bridges: Can I explore ways in which pillars and beams are used to span gaps? Can I explore ways in which trusses can be used to strengthen bridges? Can I explore ways in which arches are used to strengthen bridges? Can I understand how suspension bridges can span long distances? Can I develop criteria and design a prototype bridge for a purpose? Can I analyse and evaluate products according to design criteria?</p> <p><u>STEM</u></p> <p>Isambard Kingdom Brunel</p> <p>Bridges</p> <p>Paper bridge</p>	<p>reflect light from sources to objects, then into our eyes? Can I recognise that the sun's position in the sky affects shadows length and position? Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can I use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky?</p> <p><u>STEM</u></p> <p>Margaret Hamilton- Computer scientist (Moon Landings)</p> <p>Stephen Hawking- Black Holes</p> <p>Mae Jemison – Astronaut</p> <p>Claudius Ptolemy and Nicolaus Copernicus - Heliocentric Vs Geocentric Universe</p> <p>Neil Armstrong- First man on the Moon</p> <p>Helen Sharman- GB astronaut</p> <p>Caroline Herschel- First to find a comet</p> <p>Valentina Tereshkova-Cosmonaut.</p>
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<u>History</u>	<u>Geography</u>	<u>Geography</u>
<p><u>Prior Learning/Knowledge:</u> <u>Prehistory.</u> <u>Focus:</u> Chronology Climate Change throughout history Earth's Timeline</p> <p><u>Vocabulary:</u> Geology, ice-age, core, influence, industrial revolution, agriculture</p> <p><u>Key Question:</u> What has been the human influence on the health of the planet throughout history?</p> <ul style="list-style-type: none"> • How did life on Earth develop? • How have different periods of human history influenced our planet? • How do we decide who is significant for conservation? 	<p><u>Prior Learning/Knowledge:</u> In LKS2, children studied Around the World focusing on countries, cities, oceans, and mountains.</p> <p><u>Focus:</u> Once upon a Planet – How is Climate Change Affecting the World?</p> <p><u>Vocabulary:</u> Atlantic Ocean; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Tidal surge; Flood defense; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit;</p>	<p>Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.</p> <ul style="list-style-type: none"> • How does global warming affect weather patterns? • What is the greenhouse effect? • What are countries doing to reduce carbon emissions? What can I do? • How is plastic made? • What things are made from plastic? • Can plastic be recycled? • What is plastic pollution and what effect being it having on our planet? • What can we do to reduce plastic waste?
<u>Music</u>	<u>French (Modern Foreign Languages)</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Children have worked on Charanga Scheme including</p> <p><u>Focus:</u></p>	<p><u>Prior Learning/Knowledge:</u> Children focused on Early Language Teaching from Language Angels.</p>	<p><u>Prior Learning/Knowledge:</u> <u>Y4</u> - Being me in my World Celebrating Difference</p>

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Livin' On a Prayer

Getting Started with Music Tech

Plastic

Vocabulary:

Staccato, Legato, Slur, Pianissimo, fortissimo, mezzo forte/piano, sharp/flat (for tuning)

Dissonance, discordant, resolution, minuet, trio, Gavotte.

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

Can I follow the instrumental part on the screen?

Can I make an informed decision as to which notes and expressions to use when composing and improvising with the song?

Developing Performance Awareness and Skills

Can I demonstrate with confidence an awareness

Focus:

Phonetics Lesson 3

What is the weather?

Do you have a pet?

(Language Angels)

Can I learn the phonemes: EAU, EUX, É, È, E?

Can I use picture cards to help me remember some of the weather vocabulary in French?

Can I match the French phrases to their matching pictures?


Can I read a French weather map?


Can I repeat most of the weather vocabulary presented to me in class with good pronunciation?

Can I ask what the weather is in French and attempt to give the reply in French?

Can I repeat all the weather vocabulary presented to me in class from memory?

Can I spell the weather vocabulary correctly?

Can I be introduced to the nouns and article for eight common pets? 

Can I revise the article and nouns for eight common pets and introduces the phrase "J'ai" (I have...) plus the connective "et" (and)? 

Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called)?

Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et"

Prior Learning/Knowledge:

Y4 - Being me in my World

Celebrating Difference

Focus:

Being me in my World

Celebrating Difference

Vocabulary:

Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision

Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

Jigsaw Piece:

Being Me:

Can I understand that cultural differences sometimes cause conflict?

Can I be aware of my own culture?

Can I understand what racism is?

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<p>of pulse/beat when listening, moving to and performing music? [OBJ]</p> <p>Can I demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing?</p> <p>Can I understand and make connections between the music encountered and the Social Theme?</p> <p>Can I understand and apply what I learn from the Musical Spotlight?</p> <p>Can I introduce the performance with context and understanding of the song, the learning process, and any other relevant connections?</p>	<p>(and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)?</p> <p>Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)?</p> <p><u>Vocabulary:</u></p> <p>Il pleut = it is raining Il neige = it is snowing Il y a du soleil = it is sunny Il y a du vent = it is windy Il y a un orage = there is a storm Il fait beau = the weather is fine Il fait mauvais = the weather is not good Il fait froid = it is cold Il fait chaud = It is hot.</p>	<p>Can I be aware of my attitude towards people of different races?</p> <p>Can I understand how rumour-spreading and name-calling can be bullying behaviours?</p> <p>Can I tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I am part of one?</p> <p><i>Relationships (Big Talk)</i></p> <p><i>Celebrating Differences:</i></p> <p>Can I face new challenges positively and know how to set personal goals?</p> <p>Can I know how to use my Jigsaw Journal?</p> <p>Can I know what I value most about my school and can identify my hopes for this school year?</p> <p>Can I understand my rights and responsibilities as a citizen of my country?</p> <p>Can I empathise with people in my country whose lives are different to my own?</p> <p>Can I understand my rights and responsibilities as a citizen of my country and as a member of my school?</p> <p>Can I empathise with people in my country whose lives are different to my own?</p>
	<p><u>Physical Education</u></p>	
<p><u>Prior Learning/Knowledge:</u> Year 4 objectives covered</p>	<p><u>Yoga</u></p>	<p>Can I perform symmetrical and asymmetrical balances?</p>

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Focus:
 Volleyball and Yoga
 Gymnastics and Fitness

Volleyball

Key Skills:

- Physical: throw, catch, set, dig, serve, rally
- Social: communication, respect, support and encourage others
- Emotional: perseverance, honesty, determination
- Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection

Can I use the fast catch volley to create space and place the ball?
 Can I develop the set shot and understand when to use it?
 Can I develop the dig and understand when to use it?
 Can I select and apply skills to keep a continuous rally going?
 Can I develop the underarm serve and learn the rules of serving?
 Can I apply rules, skills, and principles to play in a tournament?

Vocabulary:

Key Skills:

- Physical: balance, strength, flexibility, co-ordination
- Social: respect, co-operate leadership, communication, share ideas, work safely
- Emotional: focus, concentration, confidence, independence, determination
- Thinking: identify, create, select, and apply actions, observe and provide feedback

Can I develop flexibility through the sun salutation flow?
 Can I develop strength through yoga flows?
 Can I create my own flow showing quality in control, balance, and technique?
 Can I develop balance through yoga flows?
 Can I work collaboratively to create controlled paired yoga flow?
 Can I create my own yoga flow that challenges technique, balance, and control?

Vocabulary:

Muscles, quality, inhale, concentrate, practice, transition, exhale.

Gymnastics

Key Skills:

- Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward

Can I perform interesting symmetrical and asymmetrical balances using apparatus?
 Can I develop the straight, forward, straddle and backwards roll?
 Can I develop the straight, forward, straddle and backwards roll into a sequence?
 Can I explore different travelling actions using both canon and synchronisation?
 Can I explore different methods of travelling, linking actions in both canon and synchronisation?
 Can I perform progressions of inverted movements?
 Can I explore matching and mirroring in sequence work?
 Can I explore matching and mirroring using actions both on the floor and on apparatus?
 Can I create a partner sequence using apparatus?

Vocabulary:

Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition.

Fitness

Key Skills:

Physical: agility, balance, co-ordination, speed, stamina, strength
 Social: support and encourage others, collaboration
 Emotional: perseverance, determination.
 Thinking: observation, analysis, comprehension

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<p>Pressure, situation, option, technique, sportsmanship, dominant, adjust, readjust, cushion, consecutive, non-dominant, grip, baseline, create, serve, release, communicate, groundstroke.</p>	<p>roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <ul style="list-style-type: none"> • Social: work safely, support others, collaboration • Emotional: confidence, perseverance, resilience, determination • Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate, and improve sequences 	<p>Can I develop an awareness of what your body is able to do? Can I develop speed and stamina? Can I develop strength using my own body weight? Can I develop co-ordination? Can I develop agility? Can I develop balancing with control?</p> <p>Vocabulary: Drive, consistent, persevere, stable, measure, motivate, power.</p>
<p><u>Computing</u></p>	<p><u>Computing</u></p>	<p><u>Meta-Cognition Session</u></p>
<p><u>Prior Learning/Knowledge:</u> Unit 4 – Coding, Animation and Logo Unit 4 – Online Safety and Effective Searching Unit 4 – Spreadsheets</p> <p><u>Focus:</u> Coding, Online Safety, Spreadsheets</p> <p><u>Unit 5.1 Coding:</u> Can I begin to simplify code? Can I create a playable game? Can I understand what a simulation is? Can I program a simulation using 2Code? Can I know what decomposition and abstraction are in computer science? Can I take a real-life situation, decompose it, and think about the level of abstraction?</p>	<p>Can I understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this? Can I be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online? Can I learn about how to reference sources in their work? Can I search the Internet with consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information? Can I ensure reliability through using different methods of communication?</p> <p><u>Vocabulary:</u> Citation, collaborate, communication, copyright, creative commons license, encrypt, identity theft, ownership, PEGI ratings, malware, phishing, password.</p>	<p><u>WINK-What I Now Know - Climate Change and Environmental Issues</u> Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving. <u>Process-</u>plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p><u>Use knowledge and understanding:</u></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

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Can I understand how to use friction in code?
 Can I begin to understand what a function is and how functions work in code?
 Can I understand what the different variable types are and how they are used differently?
 Can I understand how to create a string?
 Can I understand what concatenation is and how it works?

Vocabulary:

Abstraction, action, algorithm, concatenation, debug, decomposition, efficient, flowchart, event, function, output, object, nesting, repeat, properties, sequence, selection, simplify, timer, variable.

Unit 5.2 Online Safety:

Can I gain a greater understanding of the impact that sharing digital content can have?
 Can I review sources of support when using technology and children's responsibility to one another in their online behaviour?
 Can I know how to maintain secure passwords?

Personal information, spoof, reliable source, SMART rules, validity.

Unit 5.3 Spreadsheets:

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?

Vocabulary:

Rows, spreadsheet, columns, data, format, formula, advance mode, format, formula bar, formula wizard, totaling tool, variable.

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