Sandal Primary School Medium Term Planning and Weekly Overview

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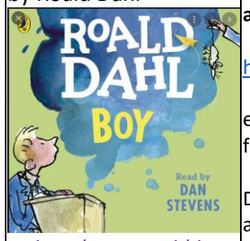
Year Group: Year 5 **Theme: Term:** summer 2 Root of Learning –looking back British Values – Democracy **Hook day : Outdoor Learning Opportunities:** lesson 6 and 5 of geography **singing** Kapow -5 oceans

Week	**1** 12.6.23	**2** 19.6.23	**3** 26.6.23 5s ODL Tuesday Pm	**4** 3.7.23 4.7.23 5P ODL Tuesday Pm	**5** 10.7.23 5s ODL Tuesday Pm	**6** 17.7.23 5P ODL Tuesday Pm
English (together) Mrs Williams Miss Heathcote Miss Yates **Text:** **Class Reader:** Boy: Tales of Childhood by Roald Dahl  review elements within text- I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as  bullying.	**complete summer 1 Hot task** -/ edit **<u>Phase 1 – Immerse</u>** ● **lesson 1- NC making comparisons within and across books** **making predictions based on what we have read** **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** https://www.youtube.com/watch?v=F5DS2DnsJ04 explain that the author of this poem is also the author of 'Boy' - display front cover with name blocked Dialogic: Small group discussion roles of facilitator, scribe, timekeeper and reporter discuss :What sort of experiences in their formative years would give a person such a weird and wonderful sense of humour/ What sort of experiences have you had that might change the way you approach classic fairy tales, etc?-- splat to working wall Based on this, what do they think the Book boy will be about? https://www.youtube.com/watch?v=DD3I2QUzeMo ● **lesson 2- NC retrieve, record and present information from non-fiction** **watch https://www.youtube.com/watch?v=yQfvwoWszjk** Who was Roald Dahl? life timeline - research using ipads  I can search for information about an individual online and summarise the information found. ● **lesson 3- NC retrieve, record and present information from non-fiction** Short burst writing autobio - ● **lesson 4 and 5 - NC drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** **q**uestions for character on grids		**Phase 2 - Reading like a Writer** **NC- identifying how language, structure and presentation contribute to meaning** **review/ spiral ous spelling** **WAGOLL** - - Non chronological report about fairy tale ● **session 6** structure and layout- feature spotter: heading introduction subheading, third person, formal language, technical vocab. ● **session 7** language features subordinate clause, apostrophe for possession, parentheses, ous spelling, comma in a list , relative clause , conjunctive adverb ● **Session 8:Short burst writing:** three little pigs summary to add to original. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Spiral Starters: Apostrophes for possession and omission. ous sp	**(5P Mrs Williams)** **Phase 3 - Writing like a reader** **using relative clauses beginning with who, which,** **<u>ARE</u>** ● **<u>Mrs williams focus 1</u>** conjunctive adverbs **using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause** **using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility** ● **<u>Mrs williams focus 2</u>** **using brackets, dashes or commas to indicate parenthesis** Spiral Starters: Cohesive writing - use of pronouns, synonyms, openers and conjunctions. **<u>GD</u>** cohesion of text review and increase parentheses **<u>WB</u>** compound sentences- ruby FANBOYS harry and but so because ENP	**<u>Phase 4: Hot task - non fiction-</u>** non chronological report about the work of roald dahl ● session 9-plan identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary Different texts - research using ipads I can search for information about an individual online and summarise the information found. ● session 10-13- write NC-electing appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● **session 14-** Peer mark and review NC- review assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	**<u>Phase 4: Hot task editing week</u>** proof-read for spelling and punctuation errors Children edit their hot tasks as peers and/or independently. Check for: Standard English, correct use of tense and subject/verb agreements, vocabulary choices, punctuation, cohesion (use of pronouns, adverbs and openers) etc…. Editing – proposing changes to vocabulary and punctuation for example to enhance meaning. Use of siri to check spelling I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.

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	hot seating- identify characters to be hot seated: “Boy” (i.e. Dahl), Mrs Dahl, Mrs Pratchett, a Headmaster (eg Mr Coombes), Captain Hardcastle, Corkers l**esson 6 -** character riddles I**Grammar to include and recap:** Noun phrases, similes, relative clauses and fronted adverbials. Ellipses? Spiral Starters: Cohesive writing - use of pronouns, synonyms, openers and conjunctions.		questions and marks Tyler relevance and joining first to second half		
Speaking and Listening Opportunities Mrs Williams Miss Heathcote Miss Yates	**dialogic teaching roles** **hot seating** **identity of self debate**	Debate and discuss- order of oceans, use of oceans predictions about roald dahl hot seating as characters from Boy	**discuss- feature of text working in pairs** Debate and discuss- coral reef	Debate and discuss- human role	peer marking	peer marking summarise findings

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Spelling Mrs Williams Miss Heathcote Follow the NoNonsense Spelling Scheme	Revise words taught in last half term. **Especially** **Exaggerate** **Hindrance** **Excellent** **Existence** **Explanation** **Familiar** **Amateur** **Frequently** **Government**	Proofreading: use of dictionary to check words referring to first three or four letters relevant revelation referee restaurant revolution reflex remonstrate readjust reflection profession programme pronunciation prototype popularity prosecute proposition prospective production	Proofreading: use of dictionary to check words referring to first three or four letters relevant revelation referee restaurant revolution reflex remonstrate readjust reflection profession programme pronunciation prototype popularity prosecute proposition prospective production	Strategies for learning words: words from statutory and personal spelling lists: Pupils choose the strategy that works best for them and learn their words using: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing an image around the word • Words without vowels • Any other methods that work	Strategies for learning words: words from statutory and personal spelling lists: Pupils choose the strategy that works best for them and learn their words using: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing an image around the word • Words without vowels • Any other methods that work	Revise all the homophones taught so far in Year 5 (see resource list provided) and check that pupils can spell them and use them in the correct context.
Reading Mrs Williams Miss Heathcote Miss Yates **VIPERS texts**	**Poetry** **Tanka workhouse** Free verse Vocabulary Retrieval / explanation Retrieval / explanation Summarise	**Fiction text** **BOY** Vocabulary Inference Inference Prediction	**Non-fiction text** **ocean non chron report** Vocabulary Retrieval / explanation Retrieval / explanation Summarise	**Poetry** **Tanka- Happenings of the ocean** Free verse Vocabulary Retrieval / explanation Retrieval / explanation Summarise	**Fiction text** **BOY** Vocabulary Inference Inference Prediction	**Non-fiction text** **twinkl david attenborough autobiography** Vocabulary Retrieval / explanation Retrieval / explanation Summarise
Maths (Mrs Williams) **Decimals and Percentages** - WRM **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)** **(ONE LESSON PER WEEK)**	**Decimals up to two decimal places.** In Year 4, children represented tenths and hundredths as decimals and fractions. By the end of this small step, children will be more familiar with numbers with up to 2 decimal places, with thousandths being introduced later in the block. Using a hundred piece of base 10 as 1 whole, a ten piece as a tenth and a one piece as a hundredth shows children that they can exchange, for example, 10 tenths for 1 whole, or 10 hundredths for 1 tenth. A hundred square where each part represents 1 hundredth, or 0.01, can also help children to see the relationship between a hundredth, a tenth and a whole. Children make decimal numbers using place value counters in a place value chart and read and write the numbers, as well as working out the value of each digit in the number. They also explore partitioning decimal numbers in a variety of ways.	**Equivalent fractions and decimals (tenths)** In Year 4, children learnt about tenths as fractions as well as decimals. In this small step, children consolidate their understanding of equivalent fractions and decimals when working with tenths. Children start by exploring equivalent fractions and decimals within 1, before extending this to numbers greater than 1. Place value counters, bead strings, straws and number lines are all good representations for tenths. Remind children that when 1 is split into 10 equal parts, then one of those parts is called a tenth, which could also be written as 0.1, making $\frac{1}{10}$ and 0.1 equivalent. It is important children practise counting up in 0.1s and crossing 1 whole, making sure they do not say "zero point nine, zero point ten, zero point eleven ...". For numbers greater than 1, for example 1.2, children should see this written as 1.2, $1\frac{2}{10}$ and $\frac{12}{10}$	**Equivalent fractions and decimals (hundreds)** In this small step, children extend the learning of the previous step to explore equivalent fractions and decimals when looking at hundredths. Using a hundred square with a value of 1, and each part worth $\frac{1}{100}$ or 0.01, helps children's understanding of hundredths in relation to the whole. They also see that because $\frac{10}{100}$ is equivalent to $\frac{1}{10}$, decimal numbers with 2 decimal places can be partitioned into tenths and hundredths, for example $\frac{32}{100} = \frac{3}{10} + \frac{2}{100}$ and 0.32 = 0.3 + 0.02. Learning then extends to decimals and fractions greater than 1. Children see fractions greater than 1 whole as both mixed numbers and improper fractions, for example $1.03 = 1\frac{3}{100} = \frac{103}{100}$	**Equivalent fractions and decimals** In this small step, children look at equivalent fractions and decimals, specifically focusing on halves, quarters, fifths and tenths. They relate this to earlier learning from Key Stage 2, when they divided 100 into 2, 4, 5 and 10 equal parts. By seeing 1 whole divided into 2, 4, 5 and 10 equal parts on a number line, children will see the value of these fractions. They also apply their understanding of equivalent fractions/ decimals from previous learning to this step. Once confident with unit fraction equivalents, children can then explore non-unit fractions such as $\frac{3}{4}$ and $\frac{2}{5}$. Fraction walls can be used to remind children of equivalent fractions such as $\frac{4}{10} = \frac{2}{5}$, which will help with their understanding.	**Thousandths as fractions** In this small step, children encounter the idea of thousandths for the first time. Begin by reminding children that a tenth is 1 whole split into 10 equal parts, a hundredth is 1 whole split into 100 equal parts, and therefore a thousandth is 1 whole split into 1,000 equal parts. Different representations can be used to model this idea, such as a thousand piece of base 10 representing the whole and a one piece representing a thousandth. Once children are familiar with the idea of a thousandth, they use place value counters to represent them. Exchanging counters helps children to see that there are 10 thousandths in a hundredth, meaning 9 thousandths is smaller than 1 hundredth. Finally, they partition thousandths into tenths, hundredths and thousandths, for example $\frac{342}{1000} = \frac{3}{10} + \frac{4}{100} + \frac{2}{1000}$	**Thousandths as decimals** In this small step, children continue to explore the idea of thousandths, by representing them in decimal form. Children learn that $0.001 = \frac{1}{1000}$ is a tenth the size of $0.01 = \frac{1}{100}$. Exchanging place value decimal counters from 1 down to 0.001 helps them to understand the relationship between the different decimals. They use number lines labelled in hundredths and see that by splitting each section into 10 equal parts, the number line now shows thousandths. Children flexibly partition decimal numbers with 3 decimal places. Using place value counters and exchanging between the values will help them to understand this concept.
Maths (Miss Heathcote) **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)**	**Shape** Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles	Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point	Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes step 9 Regular and irregular polygons Step 10 3-D shapes	**Position and direction** step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation	Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines	Statistics re-cap
Maths (Miss Yates) multiplication and division **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)**	**division**	**Shape** Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles	Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point	Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes step 9 Regular and irregular polygons Step 10 3-D shapes	**Position and direction** step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation	Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines

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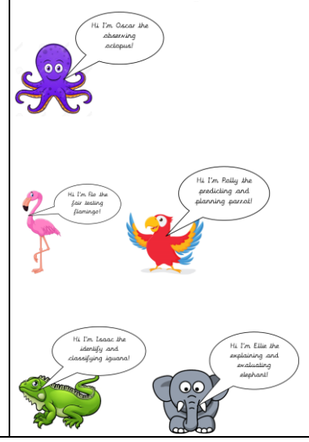
Arithmetic, Spiral Starters and LBH Mrs Williams Miss Heathcote Miss Yates	**Arithmetic** Rounding numbers **LBH** Re-cap - Converting between units of measurement	**Arithmetic** Rounding numbers **LBH** Re-cap - Converting between units of measurement	**Arithmetic** Four operations **LBH** Re-cap - Converting between units of time	**Arithmetic** Four operations **LBH** Re-cap - Converting between units of time	**Arithmetic** Comparing and adding and subtracting fractions **LBH** X tables	**Arithmetic** Fractions of amounts **LBH** X tables
Science **Living things and their habitats from last half term** **to complete** **then Practical Skills until the end of term.** Miss Heathcote and Mrs Williams	**Practical Skills - 6 lessons** **What is a variable?** In this lesson we will learn about the three types of variables in scientific investigations.  **5S - to finish life cycles - life cycle of a bird lesson from previous plan before starting with the above objectives.**	**How do you draw a scientific diagram?** In this lesson we will compare diagrams and illustrations and learn how to draw accurate diagrams for scientific investigations. 	**Why is a method important?** In this lesson we will learn how to structure a written method for a scientific investigation. 	**What can we do with data we collect?** In this lesson we will learn how to draw an accurate table of results for your scientific investigation 	**How can we communicate our results?** In this lesson we will learn how to structure a conclusion for writing up a scientific investigation. 	**How can we record an entire investigation?** In this lesson we will write up an entire scientific investigation using the techniques and structures we have learned about throughout this unit. 

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Geography

Vocab

L1- water cycle, ocean current, habitat, renewable energy, buffer, natural disaster

L2- threat, coral reef, coral, bleaching, marine, species, dependent, erosion, geology, ecology

L3 - biodegradable, microplastics, thematic map, atmosphere, acidification, overfishing, decompose, human footprint

L4- fieldwork, Marine Protected Area , ecosystem, environment, data collection, single-used, plastic, re-purpose

L5 plastic pollution, sketch map, sample, aerial map, disposable, evidence

L6 digital map, policy

Complete once history work completed

Lesson 1: How do we use our oceans?

Learning objective

To explain the importance of our oceans.

Success criteria

I can describe the ocean's place in the water cycle.
I can explain why the ocean is important to our planet.
I can map an example of how the ocean is used for trading.

spiral yr 4- what are rivers and where do they come from

Lesson
Us e large sheet of paper to mind map as a class
Post it note which oceans can you remember
Learn 5 ocean song- which did you miss? Can you order them?
Can you think of any ways oceans are useful? (Various answers may include: it is home to many creatures; provides food and jobs for humans; is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.)

Pupils are going to map an example of how Australia uses oceans for trading.
Hand out the *Activity: Mapping trading routes* (one each) and the atlases (one between two). Ask the children to label the following countries using the world map in the atlas:
Australia.
China.
Japan.
South Korea.
USA.
Thailand.
India.
Germany.
Explain to the pupils that these are some of the main trading countries with Australia.
Australia sends most of their top exports (iron, coal and petroleum gas) largely by ship to China, Japan, South Korea and India. Ask the children to draw arrows, using a different coloured pencil, to these countries from Australia, across the oceans. An example of this can be seen in red on the *Presentation: Mapping trading routes*
Show the children the link: Our Ocean: Big Blue Buddy on Videolink, which describes the various other ways in which the ocean is important (see the first question in the Main event for possible answers). You may wish to pause the video to explain certain points (for example, at 1:06 to discuss why oxygen production is important or at 1:30 to explain the currents further).
Use Mapmaker to demonstrate the global ocean currents and their impact on the temperature by clicking 'Add' on layer '22: Ocean currents'. Move the map or zoom in and out to explore the global ocean currents.

Use class mind map to write answer to why is the ocean important ?

Print : mapping trade routes


I can assess and justify when it is acceptable to use the work of others.

Lesson 2: What is the Great Barrier Reef?
LO
To explain the impact humans have on coral reefs and oceans.
SC
I can interpret thematic maps about coral reefs and oceans.
I can explain the ways human activity is changing our marine environments.
I can describe how humans will be impacted by changing ocean conditions.

print
Oceans, Ocean sentences (support - see Differentiation)., Why do oceans matter? (support - see Differentiation).

Questions
Where is the Great Barrier Reef? (On the eastern coast of Australia in Oceania.)
Why are coral reefs important? (Various answers may include: a quarter of all marine species are dependent on them for food or shelter; many of these fish are used as food or provide jobs for humans; They provide a barrier from storms and erosion of the sea bed; and they provide ingredients for medicines treating conditions such as asthma, arthritis and cancer.)
Show the children the video using the link: Nature is speaking on Videolink.
Question
How do you think humans are damaging coral reefs? (Various answers may include: polluting the oceans with plastic, litter and chemicals; mining for oil and contributing to global warming, which raises the water temperature and kills off the coral.)
Use the mind map on the *Presentation: Why are our oceans suffering?* to introduce the children to ways in which human activity harms coral reefs and oceans (these include: coral bleaching, plastic pollution, overfishing and climate change).
Click on 'coral bleaching' and highlight the impacts of coral bleaching by displaying the map, which shows the impact of the worst coral bleaching year in 2016 on the Great Barrier Reef. A diagram demonstrates the stages of coral bleaching.
When many corals experience bleaching, it is called 'mass bleaching'. Corals can die from this if it is not reversed.
Coral bleaching is caused by:
A rise or fall in water temperature.
Chemical pollution washed into the water, such as sewage and pesticides from crops.
Water can become acidified, and marine species can struggle to survive. If coral reefs begin to die, there will be less protection from hazards such as flooding and typhoons. This can lead to devastating effects on human life, such as the destruction of homes and loss of life.
Use the link: Mapmaker to demonstrate the ocean surface temperature from December 2020 by clicking 'Add' on layer '30: Sea Surface Temperature (December 2020)'.
Move the map around to show that the oceans are warmest around Australia and Indonesia, near the location of the Great Barrier Reef, amongst others in the area.
When back on the mind map on the *Presentation: Why are our oceans suffering?*, click on 'plastic pollution' and discuss the impact of plastic pollution on coral reefs and oceans. Plastic lasts hundreds of years and contaminates habitats. It can be life-threatening when consumed by marine life and when eaten as microplastics by fish, it could have an impact on human health.
Question
How is plastic getting from the land to the ocean? (Various answers may include: blown out of rubbish bins; washed into the sea by rain or streams; flushed down the toilet and washed down the drain – for example, microfibres coming off our clothes in washing machines.)
On the mind map, click on 'overfishing' and explain to the children that high demand for fish results in an increase in the number of fish caught, leading to overfishing. Around a third of all fish caught go to waste. Overfishing leads to a decline in the amount of fish in the ocean and may eventually result in the extinction of certain species or a struggle to fish what we need for human consumption.
Finally, click on 'climate change' on the mind map and highlight the impact climate change has on our oceans. The increase in temperature and greenhouse gas levels means oceans absorb more carbon dioxide than usual, leading to acidification. Glacier melting also causes a rise in sea level resulting in more intense coastal storms and flooding. Many people face losing their homes and marine species struggle to adapt to the rise in temperature.
Question

Can you remember any ways greenhouse gases are released into the atmosphere? (Various answers may include: humans burning fossil fuels for energy to heat and power our homes, cars and aeroplanes for tourism and imports; volcanoes releasing carbon dioxide and other gasses into the air and animals releasing methane gas.)
Use the link: Mapmaker to demonstrate the human footprint in different places by clicking 'Add' on layer '14: Human Footprint'. Moving the map to show the relationship between human consumption and the resources our planet can supply.
Hand out the *Activity: Oceans* (one each) and display the *Presentation: Ocean Illustration.* Ask the children to write sentences to describe the illustration shown, explaining the human activity that is impacting the reefs and oceans.
Using the *Activity: Oceans* and slide 1 of the *Presentation: Why are our oceans suffering?*, ask pupils to write the next paragraph of their informative pieces of writing about marine environments. They should read what they have already written before adding more to ensure consistency.
Display the *Presentation: Sentence stems* and ask the children to complete these sentences verbally with a partner using any information they learned during this unit. Take feedback and discuss possible answers. There are multiple correct answers (see below).
Oceans are important because… (Various answers may include: it is home to many creatures; provides food and jobs for humans; is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.)
Coral reefs help to… (Various answers may include: a quarter of all marine species are dependent on them for food or shelter; many of these fish are used as food or provide jobs for humans; they provide a barrier from storms and erosion of the sea bed and they provide ingredients for medicines treating conditions such as asthma, arthritis and cancer.)
One threat to coral reefs is… (Various answers may include: coral bleaching may kill coral leading to less coastal protection from hazards and plastic pollution may get caught in the reef and cause it to stress.)
A threat to the ocean is… (Various answers may include: plastic pollution leading to microplastics consumed by animals; marine species getting caught in plastic; overfishing due to demand leading to less variety of species and fewer fish and a rise in sea levels and temperatures due to trapped greenhouse gasses heating the atmosphere and melting glaciers.)
Humans might be affected by… (Various answers may include: being at larger risk from natural hazards as there is less coral protection and rising sea levels and temperatures; human health impacted by eating fish that have consumed microplastics; not having enough fish to eat if overfishing continues and losing jobs in the fishing and tourist industries if corals die and marine species become extinct.)

Lesson 3: Why are our oceans suffering?
LO –
To explain the impact humans have on coral reefs and oceans.

SC
I can interpret thematic maps about coral reefs and oceans.
I can explain the ways human activity is changing our marine environments.
I can describe how humans will be impacted by changing ocean conditions

Use the mind map on the *Presentation: Why are our oceans suffering?* to introduce the children to ways in which human activity harms coral reefs and oceans (these include: coral bleaching, plastic pollution, overfishing and climate change).
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Coral bleaching is caused by:A rise or fall in water temperature. Chemical pollution washed into the water, such as sewage and pesticides from crops.
Water can become acidified, and marine species can struggle to survive. If coral reefs begin to die, there will be less protection from hazards such as flooding and typhoons. This can lead to devastating effects on human life, such as the destruction of homes and loss of life. Use the link: Mapmaker to demonstrate the ocean surface temperature from December 2020 by clicking 'Add' on layer '30: Sea Surface Temperature (December 2020)'. Move the map around to show that the oceans are warmest around Australia and Indonesia, near the location of the Great Barrier Reef, amongst others in the area.When back on the mind map on the *Presentation: Why are our oceans suffering?*, click on 'plastic pollution' and discuss the impact of plastic pollution on coral reefs and oceans. Plastic lasts hundreds of years and contaminates habitats. It can be life-threatening when consumed by marine life and when eaten as microplastics by fish, it could have an impact on human health.
Question-How is plastic getting from the land to the ocean? (Various answers may

Lesson 4: What can we do to help our oceans?

LO
To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
SC
I can explain ways to support our oceans.
I can justify methods for data collection.
I can identify potential risks during fieldwork.

Questions- Why are oceans important to us? (Various answers may include: it is home to many creatures; it provides food and jobs for humans; it is used for fun activities; it gives us many medicinal ingredients; it contributes to our climates and weather through the currents; it absorbs carbon dioxide; it is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.)
-What is geography fieldwork? (Collecting data outside of the classroom to answer an enquiry question.)

Explain to the pupils that although our oceans are under threat, actions are being taken to keep them healthy.
There are designated geographical areas of the ocean, that are protected and managed to ensure a healthy ecosystem. This includes monitoring the amount of fish being caught to stop overfishing. They are called Marine Protected Areas.
Visit the link: Mapmaker and select 'Add' on layer '26: Pristine Seas: Marine Protected Areas', which shows Marine Protected Areas worldwide. Ask the children
Is the Great Barrier Reef a Marine Protected Area? (There are no marine protected environments directly on the Great Barrier Reef but one close to it – the Natural Park of the Coral Sea.)
Do you think it should be and why?

Follow the link: Marine life being saved in the ocean to show the children the video located towards the bottom of the page.
Question- How can we help keep our oceans and beaches healthy? (Try to avoid buying single-use plastics; recycle any plastics where possible; only buy what you need, or buy second-hand; re-

During outdoor learning sessions:
Lesson 5: How littered is our environment? – Data collection

LO
To collect data on the types of litter polluting our environment.

SC
I can collect quantitive data using a variety of fieldwork methods.
I can mark on a sketch map to show where data has been collected.
I can safely assess and avoid potential risks during my fieldwork.
Data collection methods, showing the enquiry question 'How littered is our environment?', which their fieldwork is based on. Slide 2: explain to the pupils that they will complete three different tally charts for different locations in the fieldwork environment. They need to number the locations their data is from, making sure the numbers correspond with their sketch maps (these are explained further on slide 4). To complete the tally chart, they need to mark down the different types of litter they find.
Slide 3: explain to the children that within their groups, they need to take photographs of the litter they find, as well as any evidence of animals or plants.
Slide 4: explain to the class that a sketch map is a hand-drawn map that shows basic outlines and details. Use either link: Google Maps or Google Earth and demonstrate how to draw an aerial sketch map of the fieldwork location. On the map, mark down any human or physical features, such as car parks or woodland grassland etc
Hand out pieces of paper (one each) and ask the children to draw the same aerial sketch map. They will mark the three areas where they collect data and correspond the location number with their tally charts, once they arrive at the location.

sk the class:
How can we stay safe during our fieldwork? (Various answers may include: not touching litter, animals or unknown substances; wearing clothes appropriate to the destination (raincoats and closed-toe, sturdy shoes); ensuring they are within range of their designated adult; resisting climbing on uneven ground and staying in the designated area.)
Divide the class into groups of 5-7 children and allocate an adult to supervise each group.
Hand out the clipboards (one each) for the children to attach their sketch maps to, as well as the *Activity: Tally chart* (three per group).
Provide each group with an iPad or camera to take photographs.- discuss not photos of self as

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	I can give examples of content that is permitted to be reused and know how this content can be found online.		include: blown out of rubbish bins; washed into the sea by rain or streams; flushed down the toilet and washed down the drain – for example, microfibres coming off our clothes in washing machines.) On the mind map, click on 'overfishing' and explain to the children that high demand for fish results in an increase in the number of fish caught, leading to overfishing. Around a third of all fish caught go to waste. Overfishing leads to a decline in the amount of fish in the ocean and may eventually result in the extinction of certain species or a struggle to fish what we need for human consumption.Finally, click on 'climate change' on the mind map and highlight the impact climate change has on our oceans. The increase in temperature and greenhouse gas levels means oceans absorb more carbon dioxide than usual, leading to acidification. Glacier melting also causes a rise in sea level resulting in more intense coastal storms and flooding. Many people face losing their homes and marine species struggle to adapt to the rise in temperature. **Question**Can you remember any ways greenhouse gases are released into the atmosphere? (Various answers may include: humans burning fossil fuels for energy to heat and power our homes, cars and aeroplanes for tourism and imports; volcanoes releasing carbon dioxide and other gasses into the air and animals releasing methane gas.) Use the link: Mapmaker to demonstrate the human footprint in different places by clicking 'Add' on layer '14: Human Footprint'. Moving the map to show the relationship between human consumption and the resources our planet can supply. Hand out the *Activity: Oceans* (one each) and display the *Presentation: Ocean illustration.* Ask the children to write sentences to describe the illustration shown, explaining the human activity that is impacting the reefs and oceans. Using the *Activity: Oceans* and slide 1 of the *Presentation: Why are our oceans suffering?,* ask pupils to write the next paragraph of their informative pieces of writing about marine environments. They should read what they have already written before adding more to ensure consistency. Take feedback and discuss possible answers. There are multiple correct answers (see below).	use or re-purpose items; teach others about the ocean; only buy the seafood you need; try to use natural fertilisers in gardens and walking or cycling if you can.) Using the mind map on the *Presentation: Healthy oceans*, describe the actions people take to help prevent environmental damage to our oceans. Hand out the piece of writing pupils started in Lesson 1. Ask the children to add a paragraph about ways they can support our oceans. They can use the mind map to help shape their sentences. The *Activity: Why do oceans matter?* (support) can be used to help model this paragraph. Display the enquiry question on the *Presentation: Healthy oceans* and introduce the class to their fieldwork enquiry question: 'How littered is our environment?'. Question -How could we answer this question? Explain to the children that in the next lesson they will assess how littered our own environment is to find out how much litter there is, the different types and if there is any evidence of animal and plant life. The information they collect will be evidence of the potential impact of pollution on the environment. Display the *Presentation: Data collection methods* and ask the pupils: What data collection methods have you used before? (Various answers may include: questionnaires, collecting samples, interviews, tally charts, sketch maps, annotated sketches, sound recordings and photographs.) Which methods would be the most suitable for our enquiry and why? (Various answers may include: tally charts to record the type of litter found; photographs as evidence and sketch maps to show where litter was found for future improvements.) (databases and electronic graphing)	the rfelults will go online – why why not discussed I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. In their groups, they should aim to complete all activities in the three locations to create a robust and reliable data set. Remind the pupils to rotate the tasks, allowing them all to use the different data collection methods. Travel to the fieldwork site to collect data on litter, animals and plant life. Once at the site, remind the children of the boundaries they must stay within, to stay with their supervising adult and to complete all data collection activities (there is no particular order in which to do these). When the pupils return to the classroom, ask: What did you find out? From what you observed today, do you think litter could be harming animal and plant life? Why? Ensure all data collected is named, kept safe and ready to use in the next lesson. Lesson 6: How littered is our environment? – Findings LO To present, analyse and evaluate data collected. SC I can analyse data in a pie chart. I can plot data on a digital map. I can suggest how to improve an environment. Question What did you do in your fieldwork and why? (Used tally charts, photographs and sketch maps to plot three data points and collected data on litter, animals and plants.)What did you find out? https://nces.ed.gov/nceskids/createagraph/ Using the link: NCES, demonstrate how to input the data from a tally chart to create a pie chart. Click on the 'Pie' then the 'Data' tab on the right-hand side. Title the graph 'Types of litter in our marine environment' and amend the pie slices to the number of litter types found. Input the names of each type of litter and the amount. Click the 'Preview' tab on the right-hand side.

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			Oceans are important because… (Various answers may include: it is home to many creatures; provides food and jobs for humans; is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.) Coral reefs help to… (Various answers may include: a quarter of all marine species are dependent on them for food or shelter; many of these fish are used as food or provide jobs for humans; they provide a barrier from storms and erosion of the sea bed and they provide ingredients for medicines treating conditions such as asthma, arthritis and cancer.) One threat to coral reefs is… (Various answers may include: coral bleaching may kill coral leading to less coastal protection from hazards and plastic pollution may get caught in the reef and cause it to stress.) A threat to the ocean is… (Various answers may include: plastic pollution leading to microplastics consumed by animals; marine species getting caught in plastic; overfishing due to demand leading to less variety of species and fewer fish and a rise in sea levels and temperatures due to trapped greenhouse gasses heating the atmosphere and melting glaciers.) Humans might be affected by… (Various answers may include: being at larger risk from natural hazards as there is less coral protection and rising sea levels and temperatures; human health impacted by eating fish that have consumed microplastics; not having enough fish to eat if overfishing continues and losing jobs in the fishing and tourist industries if corals die and marine species become extinct.)		The pie chart can be downloaded and printed using the 'Print/Save' tab. Hand out devices (one between two). In pairs, ask the children to input their data from the tally chart. Each pair, from the same group, should input data from a different location, so the group can then compare pie charts to see the results from each location they visited. These can be downloaded and added to the children's piece of informative writing. Take notes on a whiteboard or flipchart to the following questions for the class to refer back to later in the lesson. **Questions** What was the most commonly found type of litter? Is this litter biodegradable? (Generally, plastics, glass and polystyrene are not biodegradable; paper and card are and metals take hundreds of years to decompose but can often be recycled.) What does that mean for the surrounding environment? (Biodegradable litter is still damaging but likely to decompose quicker than non-biodegradable items, which will last longer and have a larger impact on plants and animals.) Where could this litter have come from? (Various answers may include: blown in from streets or bins; the fishing industry who leave items in the sea and shore; households when flushed down drains; from ships or boats throwing litter into the ocean or illegally dumped there.)
			 I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.		Follow the link: Scribble maps and demonstrate how to plot points on a digital map. Please see the *Resource: Create a digital map* and Teacher knowledge for details on using Scribble maps. Hand out the *Activity: Create a digital map* (one between two) and give the children the postcode or name of the marine environment used in step 3. In pairs, ask pupils to create their own digital map to show their brief findings in all three locations of the marine environment. The digital maps can be downloaded, printed and added to the children's pieces of informative writing that they have created throughout the unit. Using their map, tally charts, pie charts and photographs, ask pupils to add a paragraph to their informative piece of writing, describing their fieldwork and results. They can use the answers to the questions in the Attention grabber to support them. **Question** What can be done to improve this marine environment? (Various answers may include:

					beach cleans; more rubbish bins; fines for littering and signs to educate people.) Take feedback on a whiteboard or flipchart. The children can add these ideas as final sentences to conclude their piece of writing for the unit. Share finding on yr 5 sesction of website a I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

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History **NC Link**:	Complete history from last term					
Art - 5S	Re-cap watercolor painting To practise mixing colours effectively	What do we already know about Vincent Van Gogh? To analyse paintings by VVG, discussing the style and mood created.	To paint a section of VVG's 'A starry night' to practise mixing colours.	To begin creating their own VVG inspired piece of artwork based of VVG's 'Sunflower' - draw outlines first in pencil.	To finish creating their own VVG inspired piece of artwork based of VVG's 'Sunflower'	Turner/ pairing – joint planning session with JH in diary to plan this as project for last week I can assess and justify when it is acceptable to use the work of others.
Design Technology **<u>Cooking and nutrition</u>** To understand the meaning of quality control and assurance Can produce a descriptive plan of making for each stage, including a list of tools, equipment and materials needed for the product. **<u>Product</u>** Cheesecake- without a heat source 2 a day due to ingredient?	History The ancient Greeks, by the fifth century BC, made the earliest known rudimentary cheesecakes (*plakous* meaning "flat mass"), consisting of patties of fresh cheese pounded smooth with flour and honey and cooked on an earthenware griddle. In late medieval Europe, cheesecake remerged in tart form with a pastry base. The first English cookbook, *The Forme of Cury* (c. 1390), consisting of a collection of medieval English recipes compiled by the cooks of King Richard II, included two cheese tarts: "Sambocade," containing curd cheese, egg whites, rosewater, and elder flowers, and "Tart de Bry" (the word bry was derived from Old Norman for "pounded," referring to the method of preparing the cheese) made with ruayn (a semi-soft autumn cows' cheese), egg yolks, and ground ginger. For the ensuing five centuries, almost every subsequent English cookbook contained at least one cheesecake recipe. Considering the enduring English love of cheesecake, it is hardly surprising to find them in the American colonies. By the 1730s, Philadelphia boasted the "Cheesecake House" tavern. Martha Washington's *Booke of Cookery and Booke of Sweetmeats* (c. 1625, given to her upon her wedding to her first husband, Daniel Custis, in 1749) offered three cheesecakes and a baked "Curd Pudding," the latter being a cheesecake without a crust -— all flavored with rosewater, spices, and currants and baked in pastry crusts. Eliza Leslie in *Seventy-Five Receipts for Pastry, Cakes, and Sweetmeats* (Boston, 1828) provided "A Cheesecake" also accented with rosewater, spices, and currants. In the 19th century, subtler lemon and/or vanilla replaced rosewater and spices	**<u>Skills</u>** **Balanced diet/ healthy eating –** Confidently explain the function of the Eatwell Plate. Recognise and understand that some nutrients contribute to a healthy and balanced diet **Origins of food –** Understand where food comes from and how it is reared/ processed to get it from farm to plate, begin to understand that seasons may affect food availability, understand some of the ethical dilemmas and social influences on the food we choose to eat (e.g. ethics, social media) Use of I-pads to research origins of different food. **<u>Vocabulary</u>** ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape **<u>Enrichment</u>** **<u>Key Texts</u>** Cheesecake cookbook	PLANNING ***Across KS2 pupils should:*** ● Share and clarify ideas through discussion ● Model their ideas using prototypes and pattern pieces ● Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas ● Use computer-aided design to develop and communicate their ideas ***n late KS2 pupils should also:*** ● Generate innovative ideas, drawing on research ● Make design decisions, taking account of constraints such as time, resources and cost Create a design specification based on ACCESSFM. Carry out research using questionnaires to gather information. Identify the needs and wants of a particular individual or group. *ACCESS FM stands for* ***aesthetics, consumer, cost, environment, size, safety, function and material***	**Making** **Across KS2 pupils should:** ● Select tools and equipment suitable for the task ● Explain their choice of tools and equipment in relation to the skills and techniques they will be using ● Select materials and components suitable for the task ● Explain their choice of materials and components according to functional properties and aesthetic qualities ***In late KS2 pupils should also:*** ● Produce appropriate lists of tools, equipment and materials that they need ● Formulate step-by-step plans as a guide to making ***Across KS2 pupils should:*** ● Select tools and equipment suitable for the task ● Explain their choice of tools and equipment in relation to the skills and techniques they will be using ● Select materials and components suitable for the task ● Explain their choice of materials and components according to functional properties and aesthetic qualities ***In late KS2 pupils should also:*** ● Produce appropriate lists of tools, equipment and materials that they need ● Formulate step-by-step plans as a guide to making **Cutting and knife skills –** With greater confidence, use a Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Peel harder foods (e.g. apples, potatoes)	Evaluate ***Across KS2 pupils should:*** ● Identify the strengths and areas for development in their ideas and products ● Consider the views of others, including intended users, to improve their work ***In late KS2 pupils should also:*** ● Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make ● Evaluate their ideas and products against their original design specification ***Across KS2 pupils should investigate and analyse:*** ● How well products have been designed ● How well products have been made ● Why materials have been chosen ● What methods of construction have been used ● How well products work ● How well products achieve their purposes ● How well products meet user needs and wants ***Across KS2 pupils should investigate and analyse:*** ● How well products have been designed ● How well products have been made ● Why materials have been chosen ● What methods of construction have been used ● How well products work ● How well products achieve their purposes ● How well products meet user needs and wants	

	as the predominant cheesecake flavoring. The basis of many American cheesecakes dramatically changed in the 1930s from curd cheese -— producing a light, fluffier, slightly coarse texture and somewhat bland flavor -— to a much creamier and richer treat — due to cream cheese.			Evenly dice foods Finely grate hard foods (e.g. lemons) PicCollage to document steps of creating a cheesecake		
Spanish Mrs Williams and Miss Heathcote	**Describing the pets with some colours** In this lesson, we will recap un/una and the names of six pets. We will learn about adjective position and agreement when describing a pet's colour.		**Describing pets with more colours and joining descriptions with a conjunction** In this lesson, we will recap previous learning from this unit and discover colour adjectives that are the same in the masculine and the feminine. We will also use the conjunction "y" (and).		**Creating strange animals and describing them** In this lesson, we will be putting together all of the learning to create a story about pets using masculine and feminine singular nouns, indefinite articles, correct adjectival position and agreement and the conjunction "y". ● To describe animals using basic adjectives both singular and plural. ● Use 'hay' with animals and adjectives. ***End goal*** **-**To have conversations such as: ¿Cuántos gatos rojos hay? How many red cats are there? Hay un gato rojo. There is one red cat. Hay dos gatos rojos. There are two red cats.	
Swimming Miss Heathcote Mrs Williams	swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively [for example, front crawl, backstroke and breaststroke/ perform safe self-rescue in different water-based situations					
P.E White rose Miss Heathcote Mrs Williams	**Cricket - White Rose Coaches**					
Music **Composition notation** **5S - (Theme: Ancient Egypt)** **5P – Whole Class Instrumental Lessons JSax - North America**	**Lesson 1: Here come the Egyptians - 5S** Children sing Egyptian themed vocal warm-ups and learn the song, 'Gift of the Nile'. **Lesson 1: Minimalism - 5P** An introduction to the features of minimalism, including ostinato, layered textures, interlocking phrases and rhythms and simple harmony. Children listen and compare minimalist music to other	**Lesson 2: Hieroglyphic score - 5S** Pupils create their own, improvised pieces of music and notate them using hieroglyphs. **Lesson 2: Interlocking patterns -5P** Becoming more familiar with minimalist music, the children learn about composer Philip Glass and begin	**Lesson 3: Play like an Egyptian - 5S** Children learn the names of different note lengths and identify them in some familiar sheet music. **Lesson 3: Minimalist melodies -5P** Experiencing the music of Steve Reich, the children become more familiar with the features of	**Lesson 4: Pitch pyramids - 5S** To further develop their understanding of staff notation, children learn how the position of a note on the stave, dictates its pitch. **Lesson 4: Electronic dance music - 5P**	**Lesson 5: Egyptian farewell - 5S** Pupils compose their own piece of music, celebrating a pharaoh's journey into the afterlife. **Lesson 5: Instrumental celebration -5P** A chance to showcase everything they have learned across the instrumental

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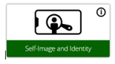
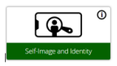
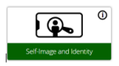
	music they have heard, making links to other units within the Instrumental scheme of work.	learning to sing and play part one of the piece 'Interlocking patterns'.	minimalist music and begin to learn the piece 'Interlocking patterns' on tuned percussion.	Listening to and comparing examples of electronic dance music from different eras, the children identify connections to minimalist music and then learn another interlocking melody from their performance piece.	units, the children will review the six music genres they have explored and perform each one in a fantastic finale!
PSHE Jigsaw Topic – Jigsaw Topic – Healthy Me	**Self and Body Image** I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem look at edited photos- miss yates (_+people we know) and how they can be changed - what affect might this have if they are negative about their self image I can explain how identity online can be copied, modified or altered./ I can demonstrate how to make responsible choices about having an online identity, depending on context. 	**Conception** I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. 	**Looking Ahead** I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. 	**looking Ahead to Year 6** I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this	**Puberty talk with the school nursing team** I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. 
Computing ***5.7 Concept maps (2 Weeks)*** ***5.2 Online safety (3Weeks)***	***Concept maps-*2Connect Story Mode** • To understand how a concept map can be used to retell stories and information.	***Concept maps-*Collaborative Concept Maps** • To create a collaborative concept map and present this to an audience.	***Online safety (Recap)-*Responsibilities and Support when Online** • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour.  I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	***Online safety (Recap)-*Protecting Privacy** • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.  can explain how identity online can be copied, modified or altered. 	***Online safety (Recap)-* Citing Sources** • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information  I can explain what is meant by 'being **sceptical**'; I can give examples of when and why it is important to be 'sceptical' can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including:	***Online safety (Recap)-* Reliability** • Ensuring reliability through using different methods of communication.

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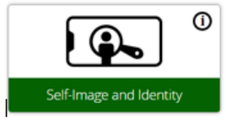
				I can explain what a **strong password** is and demonstrate how to create one. I	information, reviews, fact, opinion, belief, validity, reliability and evidence.	
RE What do Christians believe about the old and new covenants?	**Why is King David important to Jews and Christians?** Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.		**What do the stories of Jesus' birth tell us about Christian beliefs about him? What does 'incarnation' mean to Christians?** Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people.		**What titles did Jesus use about himself? What titles have Christians given to Jesus and why?** Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.	

Year 5 connected world statements



I can explain how identity online can be copied, modified or altered.

I can demonstrate how to make responsible choices about having an online identity, depending on context.

I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**).

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.

I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

I can search for information about an individual online and summarise the information found.

I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying.

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

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I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

I can explain how to block abusive users.

I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.

I can explain what is meant by 'being **sceptical**'; I can give examples of when and why it is important to be 'sceptical'

can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

I can explain key concepts including:
information, reviews, fact, opinion, belief, validity, reliability and evidence.

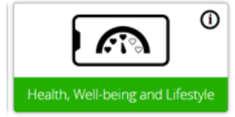
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads.

I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by **vloggers**, **content creators**, **influencers**).

I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

I can describe how **fake news** may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a '**hoax**'. I can explain why someone would need to think carefully before they share.



I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

I can describe some strategies, tips or advice to promote health and well-being with regards to technology.

I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

I can explain how and why some apps and games may request or take payment for additional content (e.g. **in-app purchases**, **lootboxes**) and explain the importance of seeking permission from a trusted adult before purchasing.

I can explain what a **strong password** is and demonstrate how to create one.

I can explain how many free apps or services may read and share private information (e.g. friends, contacts, **likes**, images, videos, voice, messages, **geolocation**) with others.

I can explain what app permissions are and can give some examples.

I can assess and justify when it is acceptable to use the work of others.

I can give examples of content that is permitted to be reused and know how this content can be found online.