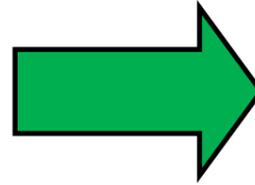


Learning Challenges

Exploration Question

How does water make up our world?



- Where does water come from?
- How does the water cycle affect our world?
- How does water compare across our world?
- Can you explain the key features of mountains and rivers?
- How has water changed our local area?
- How does water support our lives?

Immersion - *experience that will grasp hearts and minds*

Environment - hanging water droplets, beach scene, shells, Michael Monpurgo links, reading corner linked to water e.g beach with parasol

Trips and Experiences

Trawling from Hull in the city centre
Led by Children's University

Includes:

Fish trail

Tour of artic corsair

Maritime

Project Title

A World of Water

Audience and Exhibition

Blogging and tweeting of work

We will create an art gallery to showcase our art work and DT projects. The children will lead this event and advertise it as well as evaluating how the event went.

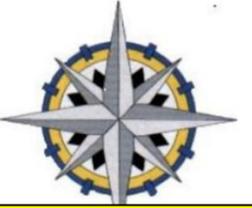
Outcomes

How will learning be demonstrated?

- Model of the water cycle
- Water cycle explanation video on explain everything uploaded to the blog
- Explanation text about rivers
- Watercolour paintings
- Treasure box
- Water poems
- Journey story
- Video trailer for Kensuke's Kingdom



Wansbeck Key Drivers



Academic

Reading Kensuke's Kingdom as a class text which will link into our writing which will link to Michael Morpurgo as our author study.

In addition to this will also use the 'Giant's Necklace' text to link our reading and writing skills.

Our writing links will be creating a diary of the character from the main text Kensuke's Kingdom, writing an explanation text as well as a narrative. We will also look at poetry linked to a water theme.

Using our Maths we will look statistics regarding the usage of water around the world and the impact this has on others' lives.

We will also use our maths skills to create nets to help us design and create a treasure box.

Academic

Social

Emotional

Social

We will look at the impact of water on our environment and how it helps our world to work.

We will think about questions such as, 'What will a world without water be like?' This will force children to think about their day to day lives such as preparing food, drinking, washing and look at the wider world such as animals habitats.

We will explore water in our local area through the history of the fishing industry and the current Siemens in industry.

We will use our writing to impact a wider audience through our class blogs and tweeting to share our writing and ideas.

We will use our class blogs to share our art work on Watercolours and we will peer-critique each other's art work to support and challenge one another.

We will share our thoughts and feelings about what we have placed in our treasure boxes and why these items or qualities are important to us.

Emotional

We will compare our lives to the lives of others who do not have abundance of water and consider the impact of this on their lives.

We will consider items or aspects that are important to us and make a treasure box to place these in to place on a desert island, like in Kensuke's Kingdom.

Through our Geography work, we will consider what life is like for people on other South America and Year 6 will develop this further to understand the impact of living in the third world country has upon the lives the others. We will think about what we can do to help and consider how fortunate we are and complete work on what we are thankful for and how we can look after our world.



Wansbeck Character Curriculum

Activity	Character skills demonstrated	What opportunity will we provide the children with?	How will we evidence this? How will the children reflect on this?	What date will this be done by?
To work as a team to build a raft on a lake	Leadership, Confidence, Listening skills, Teamwork.			
Go on a trip to a place of work, learn about a career and ask a question about that career whilst on the trip.	Aspiration, Listening Skills, Confidence Wider Experience.			
Send a letter to a pen pal in Europe.	Wider experience, Good Communicator, Responsibility.			
To organise and maintain how our school pet is looked after	Leadership, Responsibility, Respect, Good communicator			
Take a trip on the train to our capital city	Wider Experience, Confidence.	Completed		
Write and deliver a speech	Leadership, Good communicators, Confidence	Completed		
Be a spectator in a theatrical performance	Wider experience, Respect, Aspiration, Pride,			
To make connections with a school in a different country	Wider experience, Respect, Good communicator	Completed		

Attend a club for the duration of the club	Resilience, Responsibility, Teamwork, Confidence, Respect	PSHE link - mental wellbeing. Children to choose a club which interests them and which is good for their mental wellbeing.	Create a diary to reflect on a club of their choice.	Ongoing
Design and lead a club of my own	Leadership, Responsibility, Respect			
Plant, maintain and use produce to create a healthy meal	Responsibility, Healthy lifestyle, Wider Experience.	PSHE link - Learn about healthy eating and how to prepare healthy meals.	Plant vegetables, upload images to the blog.	By the end of Autumn term
Apply and attend an interview for a job	Leadership, Confidence, Responsibility, Good communicator	Completed		
Stay committed to a job for a term	Responsibility, Good communicator, Respect			
Lead a TEAMS day activity for their team.	Leadership, Listening, Good communicator.	Completed		
Contact a local charity and find out how to support them	Responsibility, Good Communicator, supporting others	PSHE link - Contact the Samaritans charity which links to their mental health learning- letter writing.	Letter writing	By the end of Autumn term
Sleep away from home for one night	Wider Experience			
Upload something onto the school blog and ask an inspirational person to comment	Good communicator, Aspiration, Pride	Completed		
Plan a project to improve or help in the local community	Pride, Responsibility, Teamwork, Good Communicator	Completed		

History

Overview

As Historians, to look at the heritage of fishing industry in Hull and the impact it continues to have on the city. In Year 5 we will formulate historically valid questions which we would like to find out about the fishing industry and how it impacted the lives of people in Hull. We will use sources to help us make hypotheses and use these sources of evidence to deduce information about this time and identify primary and secondary sources of evidence. We will also compare accounts of events from different sources and understand the difference between fact and opinion to make us more accurate historians. Year 6 will complete the same but will develop this further to use sources of evidence to deduce information which are suitable and reliable



sources, giving reasons for our choices. We will also understand the importance of linking a range of sources to make our own conclusions to a key concept from this time such as the development of Hull Docks.

As a phase, we will identify the short- and long-term effects of the fishing industry on Hull and the impact it continues to have. Year 6 will develop this further by starting to make

justifications on which causes were the most important and still affect development of Hull Docks or building of Hull first trawlers. We will Triple Trawler Disaster and in 1968 and the 'Headscarf Campaign'.

We will develop key knowledge from this local study by learning about industry and understand the issues associated with it and the impact on how the decline of the fishing industry affected the local community as of the fishermen/trawlermen. We will know about the impact this had on local life today.

Subject knowledge resource:

<https://www.mylearning.org/stories/local-heroes-hulls-trawlermen/308>



us today e.g. learn about the the fishing Hull. We will know well the families

Geography

Overview

As Geographers, we will name and locate countries, cities, mountains, rivers and topographical features of the U.K and areas of South America. South America is blessed with an abundance of fresh water. The region contains four of the world's 25 largest rivers - the Amazon, Parana, Orinoco and Magdalena. Their combined run-off of 5, 470 cubic miles almost equals the combined run-off of the other 21.



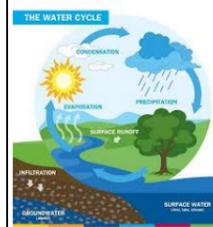
In Year 5 we will use this as a basis to know how to use graphs to record features such a temperature or rainfall across the world and begin with the U.K and areas of South American and compare these. Year 6 will develop this further to use Google earth to locate the UK and South America and follow the journey of a river.

Year 5 will ensure they know, name and locate the main rivers in the UK and use this opportunity to know the names and locate a number of South or North American countries.

Year 6 will complete the same work but use maps to locate countries globally but focus on South American and their environmental region, key physical and human characteristics, countries and major cities and compare this with the UK. Year 6 will learn about time zones and work out differences.

Both year groups will understand human and physical geography of a region in North or South America and look for similarities and differences with the UK. Year 5 will know and label the main features of a river, know, name and locate a number of the worlds longest rivers and know why most cities are located by a river.

Year 6 will do the same but develop it further to know the names and locate some of the world deserts and how there is little access to water, explain the features of the water cycle and know the differences between human and physical differences between developed countries and third world countries and how safe drinking water is an issue for these countries.



National Curriculum Links

H9 A local history study

H10 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

National Curriculum Links

G11 locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

G12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

G14 understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America

G15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

G19 use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Skills

Skills

Year 5

Year 6

	Year 5	Year 6				
Historical Enquiry	<p>With support, formulate historically valid questions related to the key concepts.</p> <p>With support using sources form hypotheses about the past</p> <p>Use sources of evidence to deduce information about the past and begin to identify primary and secondary sources.</p> <p>Compare accounts of events from different sources (linked to key concept similarities and differences)</p> <p>Understand fact and opinion</p>	<p>Formulate historically valid questions related to the key concepts</p> <p>Use sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Recognise primary and secondary sources</p> <p>Link a range of sources to make own conclusions to one or more of the key concepts</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Identify which sources are fact and opinion</p> <p>Use questions to challenge historical concepts</p> <p>Show an awareness of the concept of propoganda and how historians must understand the social context of evidence studied.</p>		Geographical skills and fieldwork.	<p>Know how to use graphs to record features such a temperature or rainfall across the world.</p> <p>Use six-figure grid references, symbols and keys on ordnance maps.</p>	<p>Use the eight points of a compass</p> <p>Use six-figure grid references, symbols and keys ordnance survey maps.</p> <p>Use google earth to locate a country or place of interest or to follow a journey of a river.</p>
Chronology	<p>Place key events from current period of study on a time line using more relevant/ more complex dates e.g. 8th May 1945</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify the short- and long-term causes of an event/period of time</p>	<p>Place current period of study on a time line in relation to other periods studied from years 1-6 using more complex dates - e.g Timeline that explores weaponry, law and order spanning key significant events (Years 1-6)</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p>		Locational knowledge	<p>Know, name and locate the main rivers in the UK.</p> <p>Know the names of a number of European capitals</p> <p>Know the names and locate a number of south or North American countries</p>	<p>Use maps to locate countries globally, focusing on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Know about time zones and work out differences.</p> <p>Know name and locate the main rivers in the UK.</p>
Key Knowledge	<p><u>Ancient History</u></p> <p>Know about and name some of the advanced societies that were in the world around 3000 years ago · Know about the key features of Ancient Egypt · Know about Greek life and influence on the Western World · Know some of the main characteristics of Athenians and Spartans · Know about the influence the Gods had on Ancient Greece · Know at least five sports from the Ancient Greek Olympics</p> <p><u>Theme Beyond 1066 (Victorians)</u></p> <p>Medicine from Victorian Times to present day entertainment from Victorian Times to present day</p> <p>Know about the development of medical science and explain why this is important.</p> <p>Know about the development of entertainment and how that is influenced by societies view and ethos</p> <p>Know how the lives of wealthy people were different to the lives of poorer people</p> <p>Know how Britain has had a major influence on the world</p> <p><u>Theme Beyond 1066 and Local History (World War 2)</u></p> <p>Know about World War 2 and explain why this was important in British History</p> <p>Know how Britain has had a major influence on the world · Know the effect World War 2 had on Hull · Understand the issues for the local area in World War</p> <p><u>Local Study</u></p> <p>Know about the fishing industry and understand the issues associated with it and the impact on Hull</p> <p>Know how the decline of the fishing industry affected the local community</p> <p>Know about the impact this had on local life today.</p> <p><u>Historical Theme Over time</u></p> <p>Know how different periods of History follow on from each other · Know the key themes of main periods in History and place in a chronological framework.</p>		Place Knowledge	<p>Understand human and physical geography of a region in North or South America and look for similarities and differences with another region studied.</p>	<p>Understand human and physical geography globally and look for similarities and differences with another region studied.</p>	
				Human and Physical Geography	<p>Physical Geography:</p> <p>Know and label the main features of a river</p> <p>Know, name and locate a number of the worlds longest rivers</p> <p>Human Geography:</p> <p>Describe and understand key aspects of human geography, including: economic activity including trade links.</p> <p>Know why most cities are located by a river</p>	<p>Know the names and locate some of the world deserts</p> <p>Explain the features of the water cycle</p> <p>Know the differences between human and physical differences between developed countries and third world countries</p>
Vocabulary	<p>continuity legacy Hypotheses Justify Propaganda Political Technological concept duration considerable coincide contradict derive relevant deduce document legislate</p>			Vocabulary for Year 5 and 6	<p>economy income currency migrate immigrate commodity economic activity settlement revenue statistic subsidy isolate phenomenon trade links distribution</p>	

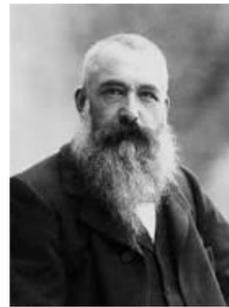
Art

Overview

As artists, we will learn about the style of Monet and explain some of his key features of his art from the historical period in which he lived. We will learn about French Impressionist Paintings and understand how Monet was vital in



this movements and his work was centred on expressing his perception of nature especially through landscape and seascape paintings. We will continue to explain some of the features of his art work and show how he was influential in both society and to other artists such as Renoir. We will also learn about how Monet was influenced by another artists called Eugene



Boudin who painted seascapes and taught Monet to use oil paints.

We will take inspiration from artists who painted water such as Monet and use watercolours to learn the techniques used with this medium and take inspiration from Monet to create our own water paintings using watercolours. We will consider how the medium of watercolours can have different effects by exploring these paints and understand how to use lighting and shading to create effects with these paints. Renoir, Sisley and Money all experimented with using these effects together whilst working outside.



Design and Technology

Overview

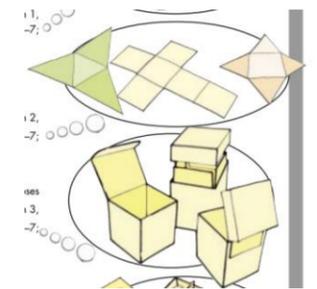
As Design Technologists, we will make links to our 'Treasure Island' extracts and create a treasure box for our own desert islands. Through links to PSHE, we will consider what precious items we will place in them. We will use our Maths skills to create nets, dependent upon our design and use these to create our treasure boxes.

We will cut materials with precision and refine the finish with appropriate tools (such as more precise scissor cut after roughly cutting out a shape).

We will develop our skills to show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as sharper scissors than would be used to cut paper). We will come up with a range of ideas after collecting information from sources to develop design criteria, produce a detailed step by step plan and develop our ideas through

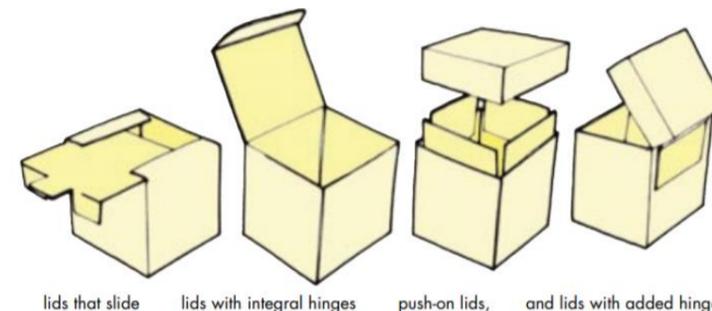
discussion, cross sectional or exploded diagrams to represent designs. Year 6

will develop this further to create a step-by-step plan for a purpose by creating a plan but giving it to another member of the group to test out and create from their plan to test how affective the plan is. The children will make prototypes by making a refinement before the final version, use tools and equipment competently to ensure products have a high quality finish, using art skills where appropriate. We will use knowledge to improve a made product by strengthening, stiffening or reinforcing. The children will evaluate their treasure boxes against a set criteria which was created by the class at the start of the project.



See additional guidance on this:

<https://dandtfordandt.files.wordpress.com/2013/01/treasureboxy4.pdf>



Links to Maths Curriculum:

Year 5

identify 3-D shapes, including cubes and other cuboids, from 2-D representations

Year 6

recognise, describe and build simple 3-D shapes, including making nets

National Curriculum Links

A4 to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

A5 to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)

A6 about the greatest artists, architects and designers in history.

National Curriculum Links

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

(a) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate

(b) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

(c) Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Apply their understanding of computing to program, monitor and control their products.

Skills

Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.
Painting	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
Collage	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
Sculpture	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
Print	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
Digital Media	Enhance digital media by editing (including sound, video, animation, still images and installations). Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.
Knowledge needed to master techniques	Know how to use shading to create mood and feeling Know how to express emotion in art

Skills

Progression of Key Skills	Year 5	Year 6
Food	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Work within a budget to create a meal	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Work within a budget to create a meal
Technical Skills	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Electrical Create circuits using electronics kits that employ a number of components (switches, bulbs, buzzers and motors). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Electrical Create circuits using electronics kits that employ a number of components (switches, bulbs, buzzers and motors). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
Design	Come up with a range of ideas after collecting information from sources to develop design criteria Produce a detailed step by step plan Develop ideas through discussion, cross sectional and exploded diagrams to represent design	Produce a detailed step by step plan to be used for a purpose
Make	Make a prototypes making a refinement before the final version Use tools and equipment competently Ensure products have a high quality finish, using art skills where appropriate.	Make a prototypes making any refinements before the final version Use tools and equipment competently Ensure products have a high quality finish, using art skills where appropriate.
Evaluate	Evaluate the product against a criteria Suggest alternative plans outlining positive	Evaluate the product against clear criteria Suggest alternative plans outlining positive features and drawbacks

	<p>Know how to organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Know how to overprint to create different patterns</p> <p>Use a full range of pencils, charcoal and pastels when creating a piece of art</p>		<p>features and drawbacks Present a product with bias (persuasion techniques)</p> <p>Present a product with effective bias (persuasion techniques)</p>
		Progression of Key Knowledge in D&T	
Knowledge of Artists	<p>Know about the style of some notable artists, artisans and designers.</p> <p>Explain some of the features of art from historical periods</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	Food	<p>Know and apply the principles of a healthy and varied diet</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Know how to read a scale appropriate to stage in mathematics</p>
		Technical Knowledge	<p>Use knowledge to improve a made product by strengthening, stiffening or reinforcing</p> <p>Use electrical systems correctly and accurately to enhance a given product</p> <p>Begin to link scientific knowledge by using series circuits with switches, bulbs, buzzers and motors</p> <p>Link scientific knowledge to design by using pulleys, leavers and gears</p> <p>Use a more complex IT program within the design</p>
		Design	<p>Use knowledge of the design criteria to make a product that is fit for purpose and aimed at a particular groups</p> <p>Design with the knowledge of the user, motivated by the service a product will offer (rather than simply for profit).</p> <p>Know how key events and individuals in design and technology have helped shape the world</p>
		Make	<p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p>
		Evaluate	<p>Know how to test and evaluate designed products</p>

Science

Properties and changes of materials - please see science shared area documents for information on pre-loading and progression of skills.

Knowledge

- To know the similarities and differences between everyday objects and be able to group them based on their properties and results of testing.
- To know that some materials are more suitable for particular uses than others based on testing and conclusions.
- To know that some materials will dissolve in liquid to form a solution, and know how to recover a substance from a solution.
- To know how mixtures might be separated, including through filtering, sieving and evaporating.
- To know and explain the difference between reversible and irreversible changes.
- To know that dissolving, mixing and changes of state are reversible changes.
- To know that some changes result in the formation of new materials and that this kind of change is not usually reversible. E.g. burning or mixing acid with bicarb.

Subject Specific Vocabulary

Solubility	
Transparency	Hardness
Conductivity	Magnetic
Filter	Mixing
Evaporation	Liquid
Dissolving	Solution
Sieving	melting
Reversible/irreversible	

Skills

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.

Computing (DEC Curriculum)

Overview

Programming: getting smarter

<https://mrandrewsonline.co.uk/programming-getting-smarter/>

17 activities. 1 lesson to then upload the finished project to the blog.

E communication/collaboration.

Children to use blogs and become familiar with the new blogging site.

Children to use collaboration tasks to upload onto the blog.

Tweet links to work.

Make QR codes for books.

Computer science:

Programming: getting smarter

<https://mrandrewsonline.co.uk/programming-getting-smarter/>

coverage:

Information Technology

- Present understanding of new programming concepts with digital tools.

Computer Science

- Use selections and procedures in programs.
- Create programs including repeat commands.
- Create simple variables and understand their role in a program.
- Use logical reasoning to detect and correct errors in algorithms.

- Recording data and results of increasing complexity using scientific tables, bar and line graphs.

National Curriculum Links

C7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

C8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
C9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

C11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

C12 select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting information

C13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Skills

Expected Indicators			Exceeding Indicators		
Digital Literacy	E Communication and Collaboration	Computer Science	Digital Literacy	E Communication and Collaboration	Computer Science

<p>General IT Skills I can type words without looking at my hands I can understand the difference between save and save as I can , copy, paste and delete a folder on a desktop computer I can print a document using preferences e.g. number of pages Choose the most suitable applications and devices for the purposes of communication Use many of the advanced features / skills in order to create high quality, professional or efficient communications</p> <p>Word Processing I can insert multiple text boxes and pictures onto a page (c12) · I can build a list by using bullet points (c12) · I can correct spelling mistakes and choose an appropriate layout and colour scheme (c12) · I can choose the correct application to suit the purpose of the document that I am producing (c12)</p> <p>E Books I can add multimedia elements e.g. sounds & video (c12) · I can create a consistent design across the book (c12) · I can add text effects and move items around to find the best layout describing the reasons why (c12) · I can design web pages with text, images and hyperlinks (c12) · I can put hyperlinks on images and embed content (c12)</p>	<p>Across a range of devices I can explain the purpose of the Internet and the reasons why it is useful I can describe how search results can be ranked and can be filtered I can explain how to evaluate the usefulness of search results and avoid plagiarism. I can book mark a web page as a favourite I can use the word kid in a search to gain more kid friendly websites I can use an Internet Search Engine to find relevant facts I can filter search results (e.g to find different types of media)</p> <p>QR Codes I can make my own QR code I can make my own AR code to use for a purpose</p> <p>Communicate Online I can collaborate with others online on sites approved and moderated by teachers. I can independently blog work I can comment appropriately on other peoples blogs who I don't know (outside of the school environment) I can collaborate on a project with someone who is not in my school I can change my profile settings I can add attachments to messages</p> <p>E Safety I can explain why passwords are needed I can spot the difference between a strong and weak password and explain the features of a strong password I can explain why some sites have age restrictions and know sites that are safe for children to join. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. I understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. I understand the effect of online comments and show responsibility and sensitivity when online. I understand how simple networks are set up and used</p>	<p>Across a range of devices I can sequence commands to create a program with a purpose using different inputs I can explain the function and sequence of commands in a program I can test, debug and modify a program to improve it I can create and develop my own computer program with a purpose I can describe an algorithm with 2 or more decisions in it I can set IF conditions for movements. Specify types of rotation giving the number of degrees. I can change the position of objects between screen layers (send to back, bring to front). I can upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. I can set events to control other events by 'broadcasting' information as a trigger I can use IF THEN ELSE conditions to control events or objects. I can use lists to create a set of variables.</p>	<p>Use a range of devices and applications across all curriculum subjects. Further develop coding skills and applications. Communicate a wide range of ideas to a variety of audiences. Collect, manipulate and analyse data.</p> <p>Word Processing and E Books - Undertake creative projects that involve selecting, using and combining multiple applications, across a range of devices, to achieve goals (c12) Create, reuse, revise and repurpose digital information and content with attention to design, intellectual property and audience (c12) -</p>	<p>Understand the devices and applications that make up networked computer systems and how they interact. · Explain how networks such as the internet work. · Understand how computers can monitor and control physical systems.</p>	<p>Design and use computer abstractions that model real world problems and physical systems. · Use a number of programming languages to solve a variety of computational problems.</p> <p>Understand some key algorithms for sorting and searching.</p> <p>Understand Boolean logic (such as AND, OR and NOT) and its use in determining which parts of a program are executed. · Explain how instructions are stored and executed within a computer system.</p>
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