

# Spring 1 Year 4/5 Medium term plan

| Subject  | WK1  | WK2   | WK3   | WK4   | WK5   | WK6  |
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| <b>Science</b><br><br><b>Forces and space: Earth and space</b> | <p><b>New Core Knowledge</b><br/>The Solar System is organised with the Sun in the centre and the planets moving around it.</p> <p><b>Revisiting Core Knowledge</b><br/>Before starting this unit, check the children’s knowledge on the following areas:</p> <ul style="list-style-type: none"> <li>• Stars and the Sun.</li> <li>• The seasons.</li> <li>• Day and night.</li> <li>• The Moon.</li> <li>• The planets.</li> <li>• The Solar System.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Heliocentric</b></li> <li>• <b>Geocentric</b></li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be learning about both the heliocentric and the geocentric models of the solar system- they will label a heliocentric system diagram and write a short paragraph to explain why it is the one we use today.</p> | <p><b>New Core Knowledge</b><br/>Mercury is the planet closest to the Sun and Neptune is the furthest from the sun.</p> <p><b>Revisiting Core Knowledge</b><br/>The Solar System is organised with the Sun in the centre and the planets moving around it.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Gravity-</b> A force that pulls things towards each other.</li> <li>• <b>Force-</b> A push, pull or twist.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupil will be conducting a learning walk to explore the planets in our solar system- they will be organising them in order of distance from the sun and recording information about them such as whether they are a rock or gas-based planet.</p> | <p><b>New Core Knowledge</b><br/>A moon is a natural object that orbits a planet.</p> <p><b>Revisiting Core Knowledge</b><br/>Mercury is the planet closest to the Sun and Neptune is the furthest from the sun.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Phase-</b> A stage in a cycle or process.</li> <li>• <b>Orbit-</b> The curved path that an object follows as it moves around another object.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be labelling the phases of the moon which orbits earth. They will then be designing and drawing a table to record information about other planets in the solar systems moons.</p> | <p><b>New Core Knowledge</b><br/>Day and night are caused by the rotation of the Earth on its axis.</p> <p><b>Revisiting Core Knowledge</b><br/>A moon is a natural object that orbits a planet.</p> <p><b>Key Vocabulary</b><br/><b>Axis-</b> The imaginary line that the Earth spins around.</p> <p><b>Hemisphere-</b> Half of a sphere, or half of the Earth.</p> <p><b>Outline of Main Tasks</b><br/>Pupils will take part in a practical activity to model how the Earth moves around the Sun. They will then draw and label two diagrams: one showing how the Earth rotates to create day and night, and another showing the Earth’s position around the Sun during the four seasons.</p> | <p><b>New Core Knowledge</b><br/>A sundial can be used to tell the time when the Sun is shining.</p> <p><b>Revisiting Core Knowledge</b><br/>Day and night are caused by the rotation of the Earth on its axis.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Gnomon-</b> The part of a sundial that sticks up and casts a shadow on the face of the dial to indicate the time.</li> <li>• <b>Sundial-</b> An outdoor device that uses the Sun's position to show the time of day.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be completing a practical activity using a sundial to record the time outside, they will be making and calibrating it.</p> | <p><b>New Core Knowledge</b><br/>It takes 365.25 days for Earth to orbit the Sun.</p> <p><b>Revisiting Core Knowledge</b><br/>A sundial can be used to tell the time when the Sun is shining.</p> <p><b>Key Vocabulary</b><br/><b>Orbit-</b> The curved path that an object follows as it moves around another object.</p> <p><b>Leap year-</b> A leap year is a year with 366 days; it happens every 4 years.</p> <p><b>Outline of Main Tasks</b><br/>Pupils will take part in a group re-enactment of the earth orbiting the sun, they will then record this in their books via a diagram. They will then write a short paragraph to explain their findings and explain what a leap year is.</p> |
| <b>Geography</b><br><br><b>Why do oceans matter?</b>           | <p><b>New Core Knowledge</b><br/>One important use of the ocean is for trade.</p> <p><b>Revisiting Core Knowledge</b><br/>Name the 5 oceans of the world.</p> <p><b>Key Vocabulary</b><br/>Trade<br/>Renewable energy</p> <p><b>Outline of Main Tasks</b><br/>Create a mind map of different way an ocean can be useful. Show the different trade routes over the ocean by drawing on a map.</p>   | <p><b>New Core Knowledge</b><br/>The Great Barrier Reef is the world’s largest coral-reef system</p> <p><b>Revisiting Core Knowledge</b><br/>One important use of the ocean is for trade.</p> <p><b>Key Vocabulary</b><br/>Coral reef<br/>Coral bleaching</p> <p><b>Outline of Main Tasks</b><br/>Create a leaflet to explain what the Barrier reef is, why is it useful, where it is and what danger is it in.</p>   | <p><b>New Core Knowledge</b><br/>Human are making oceans suffer for example plastic pollution.</p> <p><b>Revisiting Core Knowledge</b><br/>The Great Barrier Reef is the world’s largest coral-reef system</p> <p><b>Key Vocabulary</b><br/>Acidification<br/>Pollution</p> <p><b>Outline of Main Tasks</b><br/>Create a spider diagram to show the main reasons that oceans are suffering. The write an explanation text using a picture to support to explain how oceans are suffering.</p>   | <p><b>New Core Knowledge</b><br/>We can educate people to make our oceans less polluted.</p> <p><b>Revisiting Core Knowledge</b><br/>Human are making oceans suffer for example plastic pollution.</p> <p><b>Key Vocabulary</b><br/>Educate<br/>Pollution</p> <p><b>Outline of Main Tasks</b><br/>Create a list of ways human can make oceans better places and then create an education poster to educate other people of how they can help oceans.</p>  | <p><b>New Core Knowledge</b><br/>The Ocean Conservation Trust is a charity that helps our oceans.</p> <p><b>Revisiting Core Knowledge</b><br/>We can educate people to make our oceans less polluted.</p> <p><b>Key Vocabulary</b><br/>Conservations<br/>Charity</p> <p><b>Outline of Main Tasks</b><br/>Children will be involved in a virtual lesson which explains what The Ocean Conservation Trust does. The children will then write a short explanation text to explain.</p>   | <p><b>Lesson 5 continued</b></p> <p>The children will then write an short explanation text to explain what The Oceans Conservation Trust do.</p>   |

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| <p>Art</p> <p>Painting &amp; Mixed Media: Portraits</p> | <p><b>New Core Knowledge</b><br/>Artists can use words as part of their artwork.</p> <p><b>Revisiting Core Knowledge</b><br/>Before starting this unit you might want to check the children can recall:</p> <ul style="list-style-type: none"> <li>• How to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>• How to demonstrate skill and control when drawing and painting to depict forms.</li> <li>• How to apply observational skills, showing a greater awareness of composition.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Continuous-</b> without a break or stopping.</li> <li>• <b>Portrait-</b> A painting, drawing or photograph that shows the head and shoulders of a person.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be creating a self-portrait of themselves using a continuous line method in their books. Then, using tracing paper they will go over their portraits writing words along the lines to describe themselves.</p> | <p><b>New Core Knowledge</b><br/>Colour choices in a self-portrait can represent how the artist is feeling and / or their personality.</p> <p><b>Revisiting Core Knowledge</b><br/>Artists can use words as part of their artwork.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Background-</b> Things that appear to be behind what is nearer or in front in a picture.</li> <li>• <b>Self-portrait-</b> A portrait of the artist, by the artist.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be using water colours to create a background for their self-portraits from the previous lesson to be traced onto. They will be considering the colours they use to represent themselves.</p> | <p><b>New Core Knowledge</b><br/><i>Chila Kumari Singh Burman</i> uses materials like jewellery, magazine cuttings, and fairy lights in her mixed-media artworks.</p> <p><b>Revisiting Core Knowledge</b><br/>Colour choices in a self-portrait can represent how the artist is feeling and / or their personality.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Mixed media-</b> Art made by a combination of different materials.</li> <li>• <b>Research-</b> A detailed study of a subject.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be creating a mind-map to research Chila Kumari Singh Burman, they can draw pictures or write to represent their findings. They will also be able to look at and review some of her artwork.</p> | <p><b>New Core Knowledge</b><br/>Artists test a range of materials and techniques of using them before creating a final piece.</p> <p><b>Revisiting Core Knowledge</b><br/><i>Chila Kumari Singh Burman</i> uses materials like jewellery, magazine cuttings, and fairy lights in her mixed-media artworks.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Collage-</b> Cutting, arranging and sticking materials like paper, fabric etc to a background.</li> <li>• <b>Mixed media-</b> Art made from a combination of different materials.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be planning their final composition pieces by using a range of materials to test the techniques they would like to include.</p> | <p><b>New Core Knowledge</b><br/>Photos can be used to make a mixed-media self-portrait called a <b>photomontage</b>.</p> <p><b>Revisiting Core Knowledge</b><br/>Artists test a range of materials and techniques of using them before creating a final piece.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Mixed media-</b> Art made from a combination of different materials.</li> <li>• <b>Photomontage-</b> Collage made from photographs.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be creating their final piece photomontage using their original portrait and incorporating a range of mixed media elements and a background.</p> |
| <p>Music</p> <p>Blues continued</p>                     | <p><b>Lesson 3- split over two lessons as is a difficult concept and requires more than 1 lesson.</b></p> <p><b>New Core Knowledge</b><br/>The chords C, F and G are used within the 12- bar blues.</p> <p><b>Revisiting Core Knowledge</b><br/>The 12-bar blues is a pattern of music notes and chords that repeats to make the blues sound.</p> <p><b>Key Vocabulary</b></p>   | <p><b>New Core Knowledge</b><br/>The blues scale can be played up and down.</p> <p><b>Revisiting Core Knowledge</b><br/>The chords C, F and G are used within the 12- bar blues.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>ascending scale-</b> A scale played from the note of the lowest pitch to the highest.</li> </ul>  | <p><b>New Core Knowledge</b><br/>We can improvise our own blues music using the chords we have practiced from the 12 bar blues.</p> <p><b>Revisiting Core Knowledge</b><br/>The blues scale can be played up and down.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Improvisation-</b> Creating something without preparation, making it up on the spot.</li> </ul>  |   |  |

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|  | <p>12-bar blues- A pattern of chords that is typical for the blues music.</p> <p>Chord- two or more notes played together. Usually, a chord will have a minimum of three notes being played together.</p> <p><b>Outline of Main Tasks</b><br/>Pupils will be learning and practicing playing rest of the chords for the 12-bar blues on a piano or glockenspiel before compiling the skills together to perform it as a final piece.</p>   | <ul style="list-style-type: none"> <li><b>descending scale-</b> A scale played from the note of the highest pitch to the lowest.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be practicing playing the 12 bars they learned in the previous lesson on the glockenspiel going both up and down.</p>   | <p><b>Outline of Main Tasks</b><br/>Pupils will be applying their knowledge of the 12-bar blues chords to improvise their own blues music in groups to accompany a provided backing track.</p>  |   |  |
| French   | <p><b>New Core Knowledge</b><br/>In French, a comma is used instead of a decimal point when writing money amounts.</p> <p><b>Revisiting Core Knowledge</b><br/>Check pupils can recall the numbers 1-20 In French.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>Euros-</b> a form of currency commonly used across European countries.</li> <li><b>Cent-</b> hundred</li> <li><b>Mille-</b> thousand</li> <li></li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be participating in a number identifying game to work out the prices of items on an imaginary shopping list.</p> | <p><b>New Core Knowledge</b><br/>The French term for fruits is 'les fruits'.</p> <p><b>Revisiting Core Knowledge</b><br/>In French, a comma is used instead of a decimal point when writing money amounts.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>les fruits-</b> the fruits.</li> <li><b>Pronunciation –</b> how a word is said; how it sounds.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be playing a range of games to learn and practice the pronunciation of a range of fruits in French.</p> | <p><b>New Core Knowledge</b><br/>Il mange / elle mange means he / she eats.</p> <p><b>Revisiting Core Knowledge</b><br/>The French term for fruits is 'les fruits'.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>il a faim-</b> he is hungry</li> <li><b>il n'a pas faim-</b> he is not hungry</li> <li><b>il mange / elle mange-</b> he eats/ she eats</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be listening to a short repetitive story in French, in groups they will have to interpret the story and act it out using the appropriate food props.</p> | <p><b>New Core Knowledge</b><br/>The phrases: du, de la and de l' , each mean 'some of the'.</p> <p><b>Revisiting Core Knowledge</b><br/>Il mange / elle mange means he / she eats.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>je voudrais-</b> I would like</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be looking at French phrases using du, de la and de l' and sorting them into masculine, feminine and plural via a venn diagram.</p> | <p><b>New Core Knowledge</b><br/>We can use language detective skills to work out the meaning of an unknown French text by using context, cognates, and known vocabulary.</p> <p><b>Revisiting Core Knowledge</b><br/>The phrases: du, de la and de l' , each mean 'some of the'.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>Context-</b> The words, sentences, or situation around something that help us understand its meaning.</li> <li><b>Cognates-</b> Words in different languages that look or sound similar and have the same meaning.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be using their language detective skills to decode an unknown text in French (ratatouille recipe), unpicking the meaning through context, identifying cognates and near cognates, and recognising known vocabulary.</p> |
| Computing<br><br>Data handling:<br>Mars Rover 1<br>continued | <p><b>New Core Knowledge</b><br/>Computers work faster with more memory (RAM).</p> <p><b>Revisiting Core Knowledge</b><br/>Binary code is a data transmission method that uses binary values of zero and one.</p>  | <p><b>New Core Knowledge</b><br/>Computers use binary mathematically to calculate data.</p> <p><b>Revisiting Core Knowledge</b><br/>Computers work faster with more memory (RAM).</p>   | <p><b>New Core Knowledge</b><br/>We can interpret and use binary to represent or create a written message.</p> <p><b>Revisiting Core Knowledge</b><br/>Computers use binary mathematically to calculate data.</p>   | <p><b>Internet safety recap- tie in with anti-bullying.</b></p> <p><b>To look at methods and strategies we can use to help us stay safe online.</b></p>   |  |

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|  | <p><b>Key Vocabulary</b><br/>RAM- Random Access Memory- The computer's memory where instructions are stored while a program is running.</p> <p><b>Outline of Main Tasks</b><br/>Pupils will be given a mission to complete using one of the programmed date robots- each has different RAM, and they will need to adjust their instructions to allow the robot to complete their mission successfully.</p>   | <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>binary numbers</b>- Numbers made out of zeros and ones.</li> <li>• <b>decimal system</b>- A system of counting based on the number ten.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be completing an online adding in binary activity to simulate how a computer would interpret and add a binary number.</p>   | <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>ASCII</b>- American Standard Code for Information Interchange: code that represents text in computers.</li> <li>• <b>Binary code</b>- A code used in computers, based around the binary values of zero and one.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be using the ACISS table to decode a message in pairs. They will then create their own astronaut messages using a series of 8-bit binary codes.</p>   |  |   |   |
| <p>RE</p> <p>What happens when we die?</p> | <p><b>New Core Knowledge</b><br/>Different worldviews have different beliefs about the soul and what happens after death.</p> <p><b>Revisiting Core Knowledge</b><br/>Check pupils can recall that the soul is what some people believe to be the emotional, non-physical part of being a human.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Soul</b>- The emotional, non-physical part of being a human.</li> <li>• <b>Eternal</b>- Lasting forever.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be looking at religious scripture from different worldviews to unpick their beliefs surrounding the soul and what happens to it when we die.</p> | <p><b>New Core Knowledge</b><br/>In Judaism, people believe that prayers and the way we live our lives affects what happens to us when we die.</p> <p><b>Revisiting Core Knowledge</b><br/>Different worldviews have different beliefs about the soul and what happens after death.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Purgatory</b>- A place of waiting where souls are believed to be purified after death.</li> <li>• <b>Yizkor</b>- A Jewish memorial service to remember and honour those who have died.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Children will design their own reflective space on A4 paper or in their books, using drawing and/or descriptive writing. They should incorporate colours and shapes to convey emotions (e.g., blue = calm) and depict activities that show remorse or a desire to improve.</p> | <p><b>New Core Knowledge</b><br/>Jannah is the Islamic paradise where people who live good lives go after death.</p> <p><b>Revisiting Core Knowledge</b><br/>In Judaism, people believe that prayers and the way we live our lives affects what happens to us when we die.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Barzakh</b>- The state or place where many Muslim people believe souls wait between death and judgement day.</li> <li>• <b>Jannah</b>-The concept of paradise or heaven in the Muslim worldview.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be shown extracts relating to Jannah they will work in pairs to highlight words and phrases that describe the concept of heaven. Then, allow them time to create an interpretation of what Jannah (heaven) might look like based on their highlighted words and phrases. Encourage them to add annotations to their drawings using those words and phrases to explain their artistic choices.</p> | <p><b>New Core Knowledge</b><br/>A funeral is ceremony to remember and honour someone who has died.</p> <p><b>Revisiting Core Knowledge</b><br/>Jannah is the Islamic paradise where people who live good lives go after death.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Mourning</b>- The process of showing and experiencing emotions following a loss or death.</li> <li>• <b>Solemn</b>- Serious and respectful in manner.</li> </ul> <p><b>Outline of Main Tasks</b><br/>In groups pupils will research and record on a mind map the different traditions and practices for funerals in different worldviews. They will then present their findings to the class in a short presentation.</p> | <p><b>New Core Knowledge</b><br/>Forgiveness helps people make amends, reflect on their actions, and prepare for a better life or the afterlife.</p> <p><b>Revisiting Core Knowledge</b><br/>A funeral is ceremony to remember and honour someone who has died.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Atonement</b>- Making amends or seeking forgiveness for wrongdoings or sins.</li> <li>• <b>Repent</b>- To feel sorry for wrongdoing and decide to change one's behaviour for the better.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be completing a learning carousel to explore the different practices of seeking atonement within different worldviews. They will be recording their findings on A3 as a group.</p> | <p><b>New Core Knowledge</b><br/><b>Dia de los Muertos is a Mexican holiday to remember and honour deceased loved ones.</b></p> <p><b>Revisiting Core Knowledge</b><br/>Forgiveness helps people make amends, reflect on their actions, and prepare for a better life or the afterlife.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Dia de los Muertos</b>- A Mexican holiday to remember and honour deceased loved ones.</li> <li>• <b>Ofrendas</b>- Offerings or altars made during Dia de los Muertos to honour the deceased.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be learning about Dia de los Muertos and recording a positive impact that Día de los Muertos could have on someone mourning on a flower to create a group display.</p> |

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| <p><b>PSHE</b></p> <p><b>Economic wellbeing</b></p> | <p><b>New Core Knowledge</b><br/>Choosing needs before wants helps us use our money wisely.</p> <p><b>Revisiting Core Knowledge</b><br/>People can use budgets to help manage their money.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Needs-</b> Items we want that are necessary.</li> <li>• <b>Wants-</b> Luxury items that improve our wellbeing and quality of life but are not necessary.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be asked to buy items from the list with an imaginary weekly budget of £50, aiming to make their money stretch as far as possible by considering which are needs and which are wants.</p> | <p><b>New Core Knowledge</b><br/>People spend money on different things, such as food, housing, bills, transport, and fun.</p> <p><b>Revisiting Core Knowledge</b><br/>Choosing needs before wants helps us use our money wisely.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Allocate-</b> To decide where to give or use something, like money, time, or resources.</li> <li>• <b>Expenditure:</b><br/>The amount of money spent on something.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be given a budget challenge and will need to work out how to spend/save after their daily expenditure has been deducted. The aim being to help encourage them to understand the importance of savings.</p> | <p><b>New Core Knowledge</b><br/>When you borrow money, you agree to pay it back, and a loan means you must pay back extra money called interest.</p> <p><b>Revisiting Core Knowledge</b><br/>People spend money on different things, such as food, housing, bills, transport, and fun.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Loan-</b> borrowing money with the intention of paying both the original amount and the interest on top.</li> <li>• <b>Interest-</b> A percentage added to a borrowed amount that banks add on as an additional charge- it gets bigger the longer it is not paid back.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be looking at scenarios of borrowing and loaning to consider the effects and consequences of it. They will then take part in a dramatized bank loaning and borrowing simulation to understand how interest works.</p> | <p><b>New Core Knowledge</b><br/>Spending money online can be risky because you might be charged extra, be unable to return items or scammed.</p> <p><b>Revisiting Core Knowledge</b><br/>When you borrow money, you agree to pay it back, and a loan means you must pay back extra money called interest.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Theft-</b> Taking someone's property without permission.</li> <li>• <b>Fraud-</b> A dishonest act or trick, often to take someone's money without permission.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be looking at a range of scenarios of purchasing things online- they will be considering the risks and planning how they could protect themselves whilst making a purchase.</p> | <p><b>New Core Knowledge</b><br/>Stereotyping at work means making unfair assumptions about people. We can and should challenge this.</p> <p><b>Revisiting Core Knowledge</b><br/>Spending money online can be risky because you might be charged extra, be unable to return items or scammed.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Stereotype-</b> An oversimplified and inaccurate conception held in common by many people.</li> <li>• <b>Workplace-</b> A location where people work, such as an office, factory or shop.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will be looking at some scenarios involving workplace stereotyping and creating an action plan In groups for how they can appropriately challenge it then presenting this to the class.</p> | <p><b>New Core Knowledge</b><br/>People can choose careers by matching their interests with their skills</p> <p><b>Revisiting Core Knowledge</b><br/>Stereotyping at work means making unfair assumptions about people. We can and should challenge this.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Career-</b> A career is a job or type of work that someone does for a long time</li> <li>• <b>Skill-</b> The ability to do something well, often gained through training or experience.</li> </ul> <p><b>Outline of Main Tasks</b><br/>Pupils will create a skills profile to detail the things they are good at/ qualities they possess- they will then be aligning this with a career option using the First Careers site.</p> |
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