

Medium Term Plan

Year 4 Computing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strands	Computer systems and networks	Programming 1	Creating Media	Skills Showcase	Programming 2	Data Handling
Topic	Collaborative learning	Further coding with Scratch	Website Design	HTML	Computational thinking	Investigating Weather

Key Stage 2 Pupils should be taught to;

- ✓ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ✓ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ✓ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ✓ 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
- ✓ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ✓ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary																														
<p><u>Computing Systems and Networks 1 - Collaborative Learning</u></p> <ul style="list-style-type: none"> ✓ 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 ✓ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✓ Select, use and combine a variety of software (including internet services) on a range of 	<ul style="list-style-type: none"> ▪ To understand that software can be used collaboratively online to work as a team. ▪ To know what type of comments and suggestions on a collaborative document are helpful. ▪ To know that you can use images, text, transitions and animation in presentation slides. 	<ul style="list-style-type: none"> ▪ Understand the need to be thoughtful when working on a collaborative document. ▪ Use comments to suggest changes to a document and understand how to resolve comments. ▪ Use a variety of different slide styles to convey information including images and transitions. ▪ Create a google form with a range of different question types that will 		<p>RSE - Respectful relationships, courtesy and manners.</p> <p>English - Writing - composition and peer assessment.</p> <p>Maths - Interpreting data, bar charts and time graphs.</p>	<table border="0"> <tr> <td>Animations</td> <td>Average</td> </tr> <tr> <td>Bar chart</td> <td>Collaboration</td> </tr> <tr> <td>Comment</td> <td>Contribution</td> </tr> <tr> <td>Data</td> <td>Edited</td> </tr> <tr> <td>Email account</td> <td>Format</td> </tr> <tr> <td>Freeze</td> <td>Icon</td> </tr> <tr> <td>Images</td> <td>Insert</td> </tr> <tr> <td>Link</td> <td>Multiple choice</td> </tr> <tr> <td>Numerical data</td> <td>Pie chart</td> </tr> <tr> <td>Presentations</td> <td>Resolved</td> </tr> <tr> <td>Reviewing comments</td> <td>Share</td> </tr> <tr> <td>Slides</td> <td>Software</td> </tr> <tr> <td>Spreadsheets</td> <td>Suggestions</td> </tr> <tr> <td>Survey</td> <td>Teamwork</td> </tr> <tr> <td>Themes</td> <td>Transitions</td> </tr> </table>	Animations	Average	Bar chart	Collaboration	Comment	Contribution	Data	Edited	Email account	Format	Freeze	Icon	Images	Insert	Link	Multiple choice	Numerical data	Pie chart	Presentations	Resolved	Reviewing comments	Share	Slides	Software	Spreadsheets	Suggestions	Survey	Teamwork	Themes	Transitions
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<p>digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>provide different types of answers, EG. text, multiple choice or numerical values.</p> <ul style="list-style-type: none"> ▪ Export data to a spreadsheet, highlighting data using conditional formatting and calculating averages and sums of numbers. ▪ Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication 			
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		<p>n and collaboration.</p> <ul style="list-style-type: none"> ▪ Use online software for documents, presentations, forms and spreadsheets. ▪ Using software to work collaboratively with others. ▪ Understanding that software can be used collaboratively online to work as a team. ▪ Recognising what appropriate behaviour is when collaborating with others online. 			
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary	

Lesson 1 -	<ul style="list-style-type: none"> • To understand that software can be used collaboratively online to work as a team • I understand that I can work with a partner without being in the same room • I am able to contribute to teamwork sensibly and responsibly • I recognise what behaviour is appropriate when collaborating online 	Children are shown what collaborative work means and create a set of class rules to ensure that working together runs smoothly	<p>Differentiation: Pupils needing extra support: Help them to rephrase statements to make them quicker/easier to type.</p> <p>Pupils working at greater depth: Should be encouraged to type longer/more detailed sentences for either rules or lines in the story.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the value of sharing and collaborating on a document might be? • What rules should we set as a class? • 	<ul style="list-style-type: none"> • Software • Collaboration • Online • Teamwork • Email account • Document • Link
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary

<p>Lesson 2</p>	<ul style="list-style-type: none"> • To understand how to contribute to someone else's work effectively • I can share my work with other people and access documents shared with me • I understand that it is important to be positive and supportive of my classmates • I can use collaborative word processing software to make suggestions or comment on someone else's work 	<p>Once children are familiar with Google Docs, they learn a little about some of the features that can be used while working as part of a team</p>	<p>Differentiation: Pupils needing extra support: May need to have their work typed up for them, so that they can focus on editing and commenting.</p> <p>Pupils working at greater depth: Use both comments and suggestions to make recommendations and suggest continuations to the typed up English work.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How can comments and suggestions make it easier to collaborate on a document? • Can you figure out 	<ul style="list-style-type: none"> • Sharing • Document • Contribution • Suggestions • Collaboration • Typing • Comment • Edited • Replied to • Resolved • Reviewing comments
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			how to share your document within Google Classroom ?	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 3	<ul style="list-style-type: none"> • To understand how to create effective presentations • I understand how to use presentation software • I can include images and text in my slides • I can use transitions and animations to make my slides more interesting 	Children learn about some of the features of a slide presentation program and how to create fun and interesting presentations	<p><u>Differentiation:</u> For pupils needing extra support: Provide bulleted information around the topic they are presenting about. Consider pairing with more able pupils</p> <p>Pupils working at greater depth: Encourage them to explore Google Slides and see what else they can use to make their slides more interesting.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is your favourite tv 	<ul style="list-style-type: none"> • Presentations • Presentation software • Images • Text • Transitions • Animations • Slides • Themes • Insert • Presenting

			<p>show or film?</p> <ul style="list-style-type: none">• How much information can you remember?• Did you miss anything out that you wanted to say?• How could you help yourself to remember what you wanted to say?• Why do we not put too much information on one slide?• Roughly, how many bullet points should we have on one slide?	
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Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> • To understand how to create and share Google Forms • I can understand how to create a Google Form • I understand why a survey might be useful • I can share a form with my class 	<p>Pupils are introduced to Google Forms, learning how to create and share surveys and questionnaires</p>	<p>Differentiation: Pupils needing extra support: Support children with their questions and provide examples: Multiple choice: how do you usually get to school? Numerical value: how old are you? Text: what is your favourite sport? Ask them to have at least three questions rather than five.</p> <p>Pupils working at greater depth: Should use a variety of different question types and check that they understand what information that type of question will provide them with.</p> <p>Key Questions:</p>	<ul style="list-style-type: none"> • Survey • Share • Email account • Theme • Title • Multiple choice • Pie chart • Bar chart • Data representation • Spreadsheet

Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> • To understand how to use a shared spreadsheet to explore data • I can export data to a spreadsheet • I am able to highlight data using conditional formatting • I can use a spreadsheet to calculate averages and sums of numbers 	Having collected their data, pupils use a shared spreadsheet program to explore spreadsheets and learn how to extract information from the data	<p><u>Differentiation:</u> For pupils needing extra support: Refer them to the <i>Activity: Conditional formatting</i> resource to support them. Pupils working at greater depth: Should be encouraged to explore creating graphs using their data. Allow them to tinker with the data they have collected to see what they can find out. <u>Key Questions:</u></p> <ul style="list-style-type: none"> • Have you answered all of the surveys in your inbox? • Were there any questions that you 	<ul style="list-style-type: none"> • Share • Spreadsheets • Survey form • Icon • Data • View • Freeze • Conditional formatting • Format • Average • Numerical data

			<p>found difficult to answer?</p> <ul style="list-style-type: none">• Were there some questions that came up in everyone's surveys?• Were there any unique questions that you thought were good?•	
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Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary	
<u>Programming 1 - Further coding with Scratch</u>	<ul style="list-style-type: none"> - To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. - To know what a conditional statement is in programming. - To understand that variables can help you to create a quiz on Scratch 	<ul style="list-style-type: none"> - Understand how to create simple script in Scratch - Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. - Understand what a variable is and how to the “say” and “ask” blocks. - Create a variable and be able to use variable to record a score. - Understand what a variable is and how it works 		<p>Maths: 2-D grids, coordinates and translations. Multiplication and division facts for the 3, 4 and 8 times tables.</p> <p>English: spoken language - speculating, hypothesising, imagining and exploring ideas.</p>	Broadcast block Conditional Decomposition Game Negative numbers Parameters Program Script Stage	Code blocks Coordinates Features Information Orientation Position Project Sprite Tinker Variables

		<p>within a programme.</p> <ul style="list-style-type: none"> - Using decomposition to solve a problem by finding out what code was used. - Using decomposition to understand the purpose of a script of code. - Creating algorithms for a specific purpose. - Coding a simple game. - Incorporating variables to make code more efficient - Remixing existing code. 			
Lesson	Success Criteria	Lesson Outline		Differentiation and Key Questions	Key Vocabulary
Lesson 1	<ul style="list-style-type: none"> • To recall the key features of Scratch 	Children, whilst building upon their prior knowledge to Scratch, develop an understanding of sprite positioning		<p>Differentiation: Pupils needing extra support: Support these pupils by discussing</p>	<ul style="list-style-type: none"> • Features • Scratch • Sprite • Stage

	<ul style="list-style-type: none"> • I know what the main parts of Scratch are called • I can recognise how to adjust my sprite in Scratch • I can add a new sprite to my stage to write a simple script 	<p>and orientation and look at the features they already know</p>	<p>what other directions we need to move in apart from down and right?</p> <p>Pupils working at greater depth: encourage these pupils to think about adding a second sprite controlled by different keys, or see if they can figure out how to make a second sprite which follows the mouse.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Can you figure out what the numbers with x and y next to them mean? • What do you think the number next to 'direction' represents? • Where else have we seen the number 180? • What do you think the three icons represent? • What do you think the script does? 	<ul style="list-style-type: none"> • Script • Game • Position • Orientation • Coordinates • Negative numbers • Position • Code blocks • Quiz
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			<ul style="list-style-type: none"> • Can you make sure your sprite can only mirror and doesn't go upside down? • What have you created and come up with? • What do you think the script does? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 2	<ul style="list-style-type: none"> • To understand how a Scratch game works by using decomposition to identify key features • I can recognise that a sprite may contain more than one script • I can identify the parts of a Scratch game • I can understand 	While rediscovering the features of the Scratch interface and tools, pupils use their decomposition skills to decipher what has been included in the script for a quiz	<p>Differentiation:</p> <p>Pupils needing extra support: are encouraged to think about what happens when they get an answer correct compared to an incorrect answer.</p> <p>Pupils working at greater depth: should have a greater understanding of how the sprites interact with one another. Ask them to open up a blank Scratch project and try out different blocks to see if they can get a similar response.</p>	<ul style="list-style-type: none"> • Scratch • Quiz • Game • Code • Sprite • Features • Decomposition • Script • Code blocks • Broadcast block

	what we mean by decomposition		<p>Key Questions:</p> <ul style="list-style-type: none"> • What is happening in the game? • How does the game work? • What are the different features in this game? • What does each sprite do? • Have you heard of the word 'decomposition'? • What does decomposition mean? • How does the game work? • What blocks do you think have been used? • What have you written as your answers? • What do you think the 'broadcast' block does? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary

<p>Lesson 3</p>	<ul style="list-style-type: none"> • To understand what a variable is and how to make one • I can use the 'ask' block in Scratch • I know what a variable means • I can make a variable • I can store an answer to a question as a variable 	<p>Through tinkering with some specifically Scratch projects, pupils learn the importance and use of variables</p>	<p>Differentiation:</p> <p>Pupils needing extra support: support pupils with finding the 'ask and answer' block.</p> <p>Pupils working at greater depth: encourage pupils to see if they can figure out how to get the computer to join together the answer with a phrase to make a single sentence (you may want to give them a clue of looking at the green blocks and perhaps emphasise the word 'join'). Also, encourage them to create a few different questions and think about ways to make sure their responses are interesting for the player.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why might we need 'variables' in a program, such as Scratch? • Can you locate the 'ask' block in Scratch? 	<ul style="list-style-type: none"> • Variables • Code block • Scratch • Project • Program • Conditional statement • Tinker
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			<ul style="list-style-type: none"> • What is happening in 'Variable part 1'? • What is 'tinkering'? • Why is tinkering important? • What issues did you find in each other's code? • How might we be able to solve these issues? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> • To understand how to make a variable in Scratch • I can create a variable and use it to store information • I can 'call' a variable within my program • I can identify that variables can be words or numbers 	Children expand their knowledge further of why variables are so useful when coding, again using their tinkering skills to see how these variables work within specially created Scratch projects	<p>Differentiation: Pupils needing extra support: encourage them to plan their questions in advance. Print out sheet of useful blocks and ask them where they think they should go within the code they are writing. Discuss the program and ask them what they think it does based on what the blocks say</p> <p>Pupils working at greater depth: ask them to think about adding in another</p>	<ul style="list-style-type: none"> • Variable • Scratch • Information • Script • Variables panel

			variable to be able to test a specific times table <u>Key Questions:</u> <ul style="list-style-type: none"> • What is similar and what is the same? • What is a variable? • How have we used variables in the last lesson? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> • To use knowledge of how variables work to create a quiz • I can create a range of questions and use an 'if/else' block to check whether the answer is correct • I can use a variable called 'score' to calculate the total number 	Children review and develop their times tables Scratch project using all the skills acquired in this unit so far	<u>Differentiation:</u> Pupils needing extra support: support less able students with getting a working program that evaluates score and has at least three questions. Pupils working at greater depth: encourage them to think about how they might get a 'random' question asked each time – click here for an idea: . They could also change the costume of the sprite as you play the game (watch the	<ul style="list-style-type: none"> • Project • Variables • Quiz • Code block • Tinker • Parameters

	<p>of correct answers for those completing my quiz</p> <ul style="list-style-type: none">• I can make sure my quiz is engaging and exciting for the people playing it		<p>accompanying video for information about how to change the costume of your sprite).</p> <p>Key Questions:</p> <ul style="list-style-type: none">• What is a sprite?• If you set your sprite coordinates to $x = 0$ and $y = 0$, where would your sprite be?• Which of these options will ensure your sprite doesn't go upside down when it faces in the opposite direction?• Describe what you think a coordinate block does?• What is a variable?• Which of these is not an example of a variable?•	
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Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary																														
<u>Creating Media - Website Design</u>	<ul style="list-style-type: none"> - To know that a website is a collection of pages that are all connected. - To know that websites usually have a homepage and subpages as well as clickable links to new pages called hyperlinks. 	<ul style="list-style-type: none"> - Create a Sway with a title, image and a completed first header section. - Create a clear plan for their web page and beginning to create it. - Create a professional-looking web page with useful information and a clear style, which is easy for the user to read and find information from. - Create a clear plan by 		<p>RSE: Online Relationships – keeping safe, recognise risks and how to report. How information and data is shared and used online.</p> <p>English: Reading – comprehension. Discussions about books – taking turns and listening to what others say.</p> <p>English: Writing – composition. Organisational devices, learning from writing examples and peer assessment.</p>	<table border="0"> <tr> <td>Assessment</td> <td>Audience</td> </tr> <tr> <td>Checklist</td> <td>Collaboration</td> </tr> <tr> <td>Content</td> <td>Contribution</td> </tr> <tr> <td>Create</td> <td>Design</td> </tr> <tr> <td>Embed</td> <td>Evaluate</td> </tr> <tr> <td>Features</td> <td>Google Sites</td> </tr> <tr> <td>Hobby</td> <td>Homepage</td> </tr> <tr> <td>Hyperlinks</td> <td>Images</td> </tr> <tr> <td>Insert</td> <td>Online</td> </tr> <tr> <td>Plan</td> <td>Progress</td> </tr> <tr> <td>Published</td> <td>Record</td> </tr> <tr> <td>Review</td> <td>Style</td> </tr> <tr> <td>Subpage</td> <td>Tab</td> </tr> <tr> <td>Theme</td> <td>Web page</td> </tr> <tr> <td>Website</td> <td>World Wide Web</td> </tr> </table>	Assessment	Audience	Checklist	Collaboration	Content	Contribution	Create	Design	Embed	Evaluate	Features	Google Sites	Hobby	Homepage	Hyperlinks	Images	Insert	Online	Plan	Progress	Published	Record	Review	Style	Subpage	Tab	Theme	Web page	Website	World Wide Web
Assessment	Audience																																		
Checklist	Collaboration																																		
Content	Contribution																																		
Create	Design																																		
Embed	Evaluate																																		
Features	Google Sites																																		
Hobby	Homepage																																		
Hyperlinks	Images																																		
Insert	Online																																		
Plan	Progress																																		
Published	Record																																		
Review	Style																																		
Subpage	Tab																																		
Theme	Web page																																		
Website	World Wide Web																																		

		<p>referring back to their checklist to include a range of features.</p> <ul style="list-style-type: none"> - Create a web page with clear sections and with a range of features in. - Building a web page and creating content for it. - Designing and creating a webpage for a given purpose. - Using software to work collaboratively with others. 			
Lesson	Success Criteria	Lesson Outline		Differentiation and Key Questions	Key Vocabulary
Lesson 1	<ul style="list-style-type: none"> • To explore the features of Microsoft Sway to learn 	An introduction to Microsoft Sway, which uses a combination of text and media to create a website, is explored via the 'tinkering'		<p><u>Differentiation:</u></p> <p>Pupils needing extra support: May need additional modelling of the key skills; can use the <i>Activity: Creating</i></p>	<ul style="list-style-type: none"> • Microsoft Sway • Content • Web browser • Web page

	<p>how to create content for a web page</p> <ul style="list-style-type: none"> • I can evaluate websites • I can create a web page using Microsoft Sway 	<p>process to create a simple web page</p>	<p>a <i>Microsoft Sway sheet</i> and complete a step at a time.</p> <p>Pupils working at greater depth: Should be encouraged to explore the other features not shared yet, such as adding a hyperlink to a relevant website.</p> <p>Key Questions:</p>	<ul style="list-style-type: none"> • Features • Progress • Websites • Information • Audience • World Wide Web
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 2	<ul style="list-style-type: none"> • To plan content for a web page as a collaborative online piece of work • I can plan the content for my web page • I understand the features of Microsoft Sway • I can work collaboratively 	<p>Design and create a web page for a class website, planning the content of their page and using various features within Microsoft Sway</p>	<p>Differentiation:</p> <p>Pupils needing extra support: Create the book review together digitally so the children can then just copy and paste the text.</p> <p>Pupils working at greater depth: Add all the content and add a hyperlink to the author.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who can show me how to add a heading card/ image/text? • Why do we have to use images that are marked for 'commercial reuse and modification'? (You can not just take images from a website if they don't have the right permissions. The owner 	<ul style="list-style-type: none"> • Storyline view • Design view • Review • Website • Web page • Content • Collaboration • Online • Features • Contribution • Design • Style • Images

			<p>of the image has permitted for it to be used)</p> <ul style="list-style-type: none"> • Why does our website content have to be detailed? (If the content is not of good quality, people will not return to read future content. Without good content, the website lacks value) 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 3	<ul style="list-style-type: none"> • To create an engaging web page • I can transform a Microsoft Word document • I can add additional content such as videos and links • I can make my page informative and interactive 	Children continue to develop skills and understanding of Microsoft Sway by adding additional content to web pages that will help to make the website stand out even further	<p><u>Differentiation:</u> Pupils needing extra support: Work on a collaborative document Microsoft Sway where the pupils are each only working one one animal.</p> <p>Pupils working at greater depth: After exploring all the new features, the pupils could research and add on an extra animal of their choice.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can we check the design? • How can we edit our work? • What is copyright? • What went well with this page? • Which features from the checklist did they include? • Which features should they try to include if they had more time? 	<ul style="list-style-type: none"> • Web page • Collaboration • Web page • Features • Insert • Embed • Hyperlink • Transform

Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> • To plan and create a website • I can plan a website in detail, considering the Microsoft Sway features that I will include • I can start to build a website based on my designs • I can consider information that other people would find useful and interesting 	Develop an understanding of how different web pages within a site link, which will inform the planning process for a personalised website	<p>Differentiation: Pupils needing extra support: Should be given headings for their website and a Microsoft Word document with the content on so they can transform it (see Teacher video in) if further support is required.</p> <p>Pupils working at greater depth: Should use as many relevant features as possible in their website.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the difference between a web page and a website? (A website is a collection of hyperlinked web pages.) • What is a link to another website or page called? (a hyperlink) • What information do you think is important to share on your website? • What subheadings do you want to include? • What style will you choose? • What will the focus be for each section? 	<ul style="list-style-type: none"> • Plan • Website • Create • Features • Design • Information • Web page • Website • Hyperlink

			<ul style="list-style-type: none"> What features have they planned to use on their website? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> To create a website and evaluate its success I can build a website with relevant headings about a specific topic I can use a range of features on Microsoft Sway I can evaluate my work and others 	Creating a website in accordance with plans and designs developed in the previous lesson and evaluate the website's success	<p>Differentiation:</p> <p>Pupils needing extra support: Should produce fewer sections and instead focus on using as many of the features as possible. You may also wish to give them the text content to add. Encourage them to keep referring to their design to stick to their plan.</p> <p>Pupils working at greater depth: Should ensure they have included all the elements from their design. They could also incorporate the 'Stack' to display images and suggest for them to add in a Microsoft Quiz (this was covered in the) based on the facts.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Where will you start? Why? What will you leave until last? Which feature is most important? 	<ul style="list-style-type: none"> Website Evaluate Web page Features Plan Stack Assessment

Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary
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<p><u>Skills Showcase - HTML</u></p>	<ul style="list-style-type: none"> - To understand and identify examples of HTML tags. - To understand what changing the HTML and CSS does to alter the appearance of an object on the web. - To understand that copyright means that those images are protected and to understand that we should do a “creative commons” image search if we wish to use images from the internet. - To know what “fake news” is and ways to spot websites that carry this type of misinformation. 	<ul style="list-style-type: none"> - Add text between the heading and paragraph tags. - Easily activate the goggles to investigate a web page. - Explain how they altered the HTML to create their own posters. - Change the colours and sizes of their object elements. Explain how they created their story. - Adapt the basic elements of a story within a web page using the ‘Inspect Elements’ tool. - Change an image within a web page and create their own news story, replacing the 		<p>RSE: Online Relationships – online friendships and the risks associated with strangers.</p> <p>English: Writing – Composition. Learning structure, vocabulary and grammar from similar examples. Using simple organisational devices.</p>	<ul style="list-style-type: none"> Code Content CSS Fake news Heading Hex code Input Output Permission Script Tags URL 	<ul style="list-style-type: none"> Component Copyright End tag Hacking Headline HTML Internet browser Paragraph Remixing Start tag Text Webpage
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	<ul style="list-style-type: none"> - To know what the “inspect” elements tool is and ways of using it to explore and alter text and images. - 	<p>text and images of a webpage.</p> <ul style="list-style-type: none"> - Remixing existing code. - Building a web page and creating content for it. - Understanding that information found by searching the internet is not all grounded in fact. - Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others. - 			
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary	
Lesson 1	<ul style="list-style-type: none"> • To understand that web 	Children learn that html is a markup language which defines	Differentiation: Pupils needing extra support: Give additional	<ul style="list-style-type: none"> • HTML • Internet browser 	

	<p>pages are built using different programming languages, and one of them is HTML</p> <ul style="list-style-type: none"> • To understand and identify examples of HTML tags • I can recognise some HTML tags • I know that each line of code has a start tag and an end tag 	<p>how a website is displayed, they go on a HTML treasure hunt; investigating the code used to create different elements of the page</p>	<p>support when the children are looking at source code by asking them to look for one or two specific tags e.g. <h1> or <body>.</p> <p>Pupils working at greater depth: Challenge children to find tags not mentioned during class discussion and find out how they are used. Refer them to the 'HTML Cheat Sheet': for more html examples to explore</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Do you understand any of these symbols? • Have they seen these symbols before? • Can you predict what the different tags do, eg: ? • Did you spot any tags we hadn't mentioned? • What do you think they do? • How many tags did they spot on their treasure hunt? 	<ul style="list-style-type: none"> • Start tag • End tag • Paragraph • Webpage • Heading • Input • Output • Script • Code
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			<ul style="list-style-type: none"> • Did they spot any other tags and can they think what they are used for? • Can they now order the cards so that the tags are together and that the doctype card is at the top? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 2	<ul style="list-style-type: none"> • To change HTML code for a specific purpose • I can identify and remix some parts of HTML code • I can change the text size and content 	Children learn to edit HTML, changing the text size and content to create their own posters	<p><u>Differentiation:</u> Pupils needing extra support: Focus on just changing the headings in their poster.</p> <p>Pupils working at greater depth: Challenge to alter the Style.CSS sheet too and to replace the image in the HTML.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What does HTML stand for? (Hypertext Markup Language) • Which HTML tags can you remember? • What would you need to change in the HTML to alter 	<ul style="list-style-type: none"> • Remixing • HTML • Code • Text • Content • Tags • CSS

			<p>the title of the poster?</p> <ul style="list-style-type: none"> • If you have an <h1> tag, what tag needs to be at the end? </h1> • Can you identify any tags from the code? • What would happen if you changed an <h3> tag to an <h5> tag? (It would change to a smaller sized heading.) • What does CSS do to a webpage? • What new skills have you learnt? • What could you teach others about HTML? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 3	<ul style="list-style-type: none"> • To change the HTML and CSS to alter the appearance of an object on the web 	Pupils learn how HTML is used to determine the layout of a web page and CSS the look and style of it and then use this knowledge to create their own storyboards	<p>Differentiation:</p> <p>Pupils needing extra support: Ensure pupils have additional support so repetition of changes in the code is modelled.</p> <p>Pupils working at greater depth: Ask them to find the hex codes themselves to</p>	<ul style="list-style-type: none"> • HTML • Hex code • Input • Output • CSS

	<ul style="list-style-type: none"> I can change the size of some of the elements I can change the colour of some of the elements 		<p>change the colours. Can they add in any extra lines of text?</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What does px mean? (Pixels) What does CSS stand for? (Cascading Style Sheet) How can we develop our story further? How could we add an additional text or images to our story? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> To understand and explore more complex components of a web page I can use the inspect elements tool to explore the different components that make up a web page 	<p>Applying their learning from the previous three lessons, pupils adapt a live website and learn about the issue of fake news and the reliability of information on the internet and create their own 'fake' stories by hacking the code of a website</p>	<p>Differentiation:</p> <p>Pupils needing extra support: Should choose a simple website to work with and may need reminding to double click to be able to change the code.</p> <p>Pupils working at greater depth: Should be challenged to alter lots of elements within their webpage.</p> <p>Key Questions:</p>	<ul style="list-style-type: none"> Fake news HTML Component Hacking Webpage

	<ul style="list-style-type: none">• I can spot and identify a fake news story on a web page• I can explain that the changes I have made to a web page are not permanent		<ul style="list-style-type: none">• What does the word 'fake' mean?• What does the word 'news' mean?• What does the phrase 'fake news' mean to you?• Why do you think people make up fake news?• Do you think you could spot a fake news story?• What tips did you learn as to how to spot fake news stories?• What problems do you think fake news stories create?• Why is fake news important to know about?• What components make up a webpage?• What HTML code tags can you remember?• Have you changed their website forever?	
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			<ul style="list-style-type: none"> • What do the different HTML tags mean? • What do you need at the end of an HTML tag? • What changes did you make using your Inspect Elements tool? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> • To alter key elements on a webpage including text and images • I can find images that are permitted for reuse • I can use the Inspect Elements tool • I can change the elements of a website in regard to both the text and images 	Building upon their learning from the previous lesson, pupils learn how to change an image within a web page and create their own news story, replacing the text and images of a webpage	<p>Differentiation:</p> <p>Pupils needing extra support: Could use simpler website layouts such as 'Kiddle' and may need support before completing the activity independently.</p> <p>Pupils working at greater depth: Expect them to complete several news stories with edited text and images. Ask them to investigate some of the other HTML tags too.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why is it useful to be able to alter text on a webpage? 	<ul style="list-style-type: none"> • HTML • Webpage • Headline • URL • Copyright • Permission

			<ul style="list-style-type: none">• Are the changes you make permanent?• What else could we alter on a webpage that we haven't?• Why do you have to 'copy image address' and not just copy? (So the image can be located from its existing location on the web)• How do you know where to paste the image address? (Look for img src or src and paste between the inverted commas)• Why would you not use low resolution images or cartoons? (It's poor quality)	
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Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary
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<p><u>Programming 2</u> = <u>Computational Thinking</u></p>	<ul style="list-style-type: none"> • To know that combining computational thinking skills can help you to solve a problem. • To understand that pattern recognition means identifying patterns to help them work out how the code works. • To understand that algorithms can be used for a number of purposes e.g. animation, 	<ul style="list-style-type: none"> - Understand that problems can be solved more easily using computational thinking. - Understand what the different code blocks do and create a simple game. - Understand the terms 'pattern recognition' and 'abstraction' and how they help to solve a problem. - Create a Scratch program which draws a square and at least one other shape. - Understand how computational thinking can 		<p>Maths: solve problems involving multiplying and adding. 2-D shapes and 3-D shapes. Recognising angles. Physical Education: perform dances using a range of movement patterns. English: Spoken Language – develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Abstraction Algorithm Code Computational thinking Decomposition Input Logical reasoning Output Pattern recognition Script Sequence Variable</p>
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	games design etc.	help to solve problems and apply computational thinking to problems they face. <ul style="list-style-type: none">- Using decomposition to solve a problem by finding out what code was used.- Using decomposition to understand the purpose of a script of code.- Identifying patterns through unplugged activities.- Using past experiences to help solve new problems.- Using abstraction to identify the important			
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		<p>parts when completing both plugged and unplugged activities.</p> <ul style="list-style-type: none"> - Creating algorithms for a specific purpose. - Using abstraction and pattern recognition to modify code. 			
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary	
Lesson 1	<ul style="list-style-type: none"> • To understand that computational thinking is made up of four key strands • I understand that problems can be made easier if I use 	<p>Pupils learn that computational thinking is made up of four pillars (abstraction, algorithm design, decomposition and pattern recognition) and apply these skills in a carousel of unplugged activities</p>	<p>Differentiation: Pupils needing extra support: reinforce the new vocabulary by connecting it with the activities, e.g. for abstraction – get them to reflect on the skill of picking out the most important features of an object to draw it in its simplest form.</p> <p>Pupils working at greater depth: encourage to</p>	<ul style="list-style-type: none"> • Computational thinking • Decomposition • Abstraction • Algorithm • Code 	

	<p>computational thinking</p> <ul style="list-style-type: none"> • I know that computational thinking is made up of four strands: decomposition, pattern recognition, abstraction and algorithm • 		<p>consider other examples of when they have used computational thinking e.g. perhaps using RUCSAC to solve maths word problems.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Did anyone start by adding the numbers together but get lost part way through? • Who gave up early on? • Did anyone not try at all? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 2	<ul style="list-style-type: none"> • To understand what decomposition is and how to apply it to solve problems • I can decompose a problem • I can use decomposition to figure out what Scratch code does 	<p>Pupils apply their understanding of decomposition to a real world task before analysing Code from Scratch to figure out what it might do</p>	<p>Differentiation:</p> <p>Pupils needing extra support: Should be encouraged to identify two or three key features for the game and think about how to code them.</p> <p>Pupils working at greater depth: Should be encouraged to think about extra features they could add into their game and how they might code them, e.g. adding further obstacles for the bug to bump into or</p>	<ul style="list-style-type: none"> • Code • Script • Decomposition • Sequence • Algorithm

	<ul style="list-style-type: none"> I can decompose a problem to figure out which code blocks might have been used 		<p>making their bug bigger or smaller.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How can you make it easier to learn the dance? Can you think of a problem that you could break into smaller parts to make easier e.g. tidying your room or learning a song? What do you think each script does? Can you break down the different parts of the code to figure out what you need to do? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 3	<ul style="list-style-type: none"> To understand what pattern recognition and abstraction mean I know how to recognise patterns 	Pupils explore both abstraction and pattern recognition and look at how they can help us to solve problems using Scratch	<p>Differentiation:</p> <p>Pupils needing extra support: May need help with adding new costumes to the existing animal sprite and changing one or two of the broadcast received blocks to reflect the new costumes and words.</p>	<ul style="list-style-type: none"> Pattern recognition Abstraction Variable Algorithm Code

	<ul style="list-style-type: none">• I can use past experiences to understand how to solve new problems• I understand how to abstract key information		<p>Pupils working at greater depth: Should be encouraged to alter both the animal and the food and attempt to alter the text on the Abby sprite to make sure the sentences make sense.</p> <p>Key Questions:</p> <ul style="list-style-type: none">• Can you remember what abstraction means?• How did you know what the person was making?• What was the important information that helped you to realise what it was?• Did it matter what colour the plasticine was?• Did it matter how big the piece of plasticine was?• What needs to be changed?• Did you spot any patterns which helped you to figure out how the game worked?	
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Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> • To understand how to create an algorithm and what it can be used for • I can create an algorithm for drawing a square • I can use my algorithm to write a script using Scratch • I can use pattern recognition to modify my script to draw different shapes 	Pupils create a game in Scratch using the remaining pillar of computational thinking - algorithm design	<p><u>Differentiation:</u> Pupils needing extra support: Provide the <i>Activity: Code blocks</i> needed for drawing the square – but put them in the wrong order for pupils to sequence correctly.</p> <p>Pupils working at greater depth: Show the activity, which uses the same concept to draw a selection of different shapes and snowflakes, asking them to predict what will happen and justify these predictions.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What information did you need to share to explain your reasoning? • Why did you choose to put a number there? • What if the grid was bigger? • Can you make an irregular hexagon rather than all of the 	<ul style="list-style-type: none"> • Input • Output • Algorithm • Logical reasoning

			<p>sides being the same length?</p> <ul style="list-style-type: none"> Was your script similar or different? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> To combine computational thinking skills to solve a problem I can apply decomposition, pattern recognition, abstraction and algorithm design to problems I can work with a partner and discuss how to solve a problem 	Pupils apply their computational thinking skills to solve plugged and unplugged challenges, identifying which skills they're using in each	<p>Differentiation:</p> <p>Pupils needing extra support: Could start with one of the 'kits' challenges aimed at younger pupils. Encourage them to discuss their thought process in detail with their partner.</p> <p>Pupils working at greater depth: Should be encouraged to identify the computational thinking skills that they are using to solve each question. If a pupil is particularly strong, you may want to consider challenging them to look at one of the 'Junior' level challenges (aimed at 10-12 year-olds), however, even the most able pupils will find some of the 'Castor' level questions difficult.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Which of the cards you looked at needed abstraction? 	<ul style="list-style-type: none"> Computational thinking Algorithm Abstraction Decomposition Pattern recognition

			<ul style="list-style-type: none"> • Can you find a card where decomposition came in useful? • How many of the cards used pattern recognition? Did you need to construct any algorithms to solve your problem? • Did you get any questions wrong? • What problems did you face? 	
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Computing Strand & Link to National Curriculum	Progression of Knowledge	Learning Objectives & Skills Progression	Hardware & Software	Cross Curricular Links	Key Vocabulary
<u>Data Handling - Investigating Weather</u>	- To know that computers can use different forms of input to sense the world around	- Search the web efficiently to find temperatures of different cities		Science – temperature, evaporation and condensation, water cycle, observations and accurate measurements.	Accurate Backdrop Climate zone Cold Collaboration Condensation

	<p>them so that they can record and respond to data ('sensor data').</p> <ul style="list-style-type: none"> - To know that a weather machine is an automated machine that respond to sensor data. - To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. 	<p>and record this accurately.</p> <ul style="list-style-type: none"> - Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. - Design an automated machine that uses selection to respond to sensor data. - Search for and record weather forecast information in a spreadsheet and explain how this data is collected. - Create a video which includes weather forecast information. - Using tablets or digital cameras 		<p>Geography – physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. Maps, atlases, globes and digital/computer mapping. Counties and cities of the United Kingdom.</p> <p>Maths – bar charts, pictograms, tables and other graphs.</p> <p>English: Spoken Language – discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Cylinder Degrees Evaporation Extreme weather Forecast Heat sensor Lightning Measurement Pinwheel Presenter Rain Satellite Script Sensitive Sensor data Solar panel Tablet/Digital camera Temperature Thermometer Tornado Warm Weather Weather forecast Wind</p>
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		<p>to film a weather forecast.</p> <ul style="list-style-type: none">- Understanding that weather stations use sensors to gather and record data which predicts the weather.- Using keywords to effectively search for information on the internet.- Searching the internet for data.- Designing a device which gathers and records sensor data.- Recording data in a spreadsheet independently.- Sorting data in a spreadsheet to compare using the 'sort by...' option.			
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		- Understanding that data is used to forecast weather.		
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 1	<ul style="list-style-type: none"> To log data taken from online sources within a spreadsheet I know what weather is and what can affect it I understand the importance of data in weather forecasting I can search the internet for weather data I can record this data in a spreadsheet 	Pupils explore the weather around the world, recording the data into a spreadsheet and sorting it	<p>Differentiation: Pupils needing extra support: could label the temperatures on the <i>Resource: World map</i> resource rather than in a spreadsheet.</p> <p>Pupils working at greater depth: could use their geographic knowledge to help them to get closer to the actual highest and lowest temperatures. They could also be shown how to insert a table (see script) to enable them to more easily sort the data.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What do we mean by 'weather'? What is evaporation? What is condensation? Why does it rain? 	<ul style="list-style-type: none"> Weather Degrees Measurement Accurate Evaporation Condensation

			<ul style="list-style-type: none"> • How does the temperature affect the weather? • Would you expect very hot countries to rain much? Why not? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 2	<ul style="list-style-type: none"> • To design a weather station • I understand what sensor data is • I know different units of measurement • I can design a device to sense and record the weather 	Pupils design a weather station which gathers and records sensor data, explaining how it works and the units of measurement it would use	<p>Differentiation:</p> <p>Pupils needing extra support: Should focus on measuring rain or temperature, as these are both things they could do easily in real life using objects that are widely available.</p> <p>Pupils working at greater depth: Should be challenged to focus on measuring sunshine, thinking about the units it would be measured in and how often the device would record this.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • When was it coldest in the last week? • When was the warmest in the last week? 	<ul style="list-style-type: none"> • Weather • Forecast • Solar panel • Cylinder • Pinwheel • Thermometer • Satellite • Cold • Warm • Rain • Wind • Temperature

			<ul style="list-style-type: none"> • When was the wettest in the last week? • Which day was the best for kite flying last week? • How could rain, temperature or wind be measured? • What units of measurement would be used to record this data? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 3	<ul style="list-style-type: none"> • To design an automated machine to respond to sensor data • I know that sensor data can be used to help predict extreme weather • I can use keywords to effectively search for 	Pupils design an automated machine which uses selection to respond to sensor data	<p>Differentiation: Pupils needing extra support: should use one of the given examples in the lesson plan to build their ideas on.</p> <p>Pupils working at greater depth: should add detail to their algorithm, showing what the device would do after the dangerous weather has passed.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is extreme weather? 	<ul style="list-style-type: none"> • Extreme weather • Sensor data • Sensitive • Climate zone • Accurate • Tornado • Lightning

	<p>information on the Internet</p> <ul style="list-style-type: none"> I can write an algorithm for an automated machine which uses selection 		<ul style="list-style-type: none"> What other types of extreme weather can you think of? How was sensor data collected in your model weather station in the previous lesson? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 4	<ul style="list-style-type: none"> To understand how weather forecasts are made I know how weather is predicted I can use search engines to find information I can record data in a spreadsheet 	Learning how weather forecasts are made, pupils use search engines to find data and then record the information in a spreadsheet.	<p>Differentiation:</p> <p>Pupils needing extra support: Should work with a partner and focus on finding the relevant information on websites and putting it in the spreadsheet.</p> <p>Pupils working at greater depth: Should explain in detail how information from satellites and ground stations leads to weather forecasts as well as how collaboration between forecasters could impact the accuracy of predictions.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why would a weather forecaster need an astronaut? (Because most 	<ul style="list-style-type: none"> Weather forecast Collaboration Temperature Wind speed Heat sensor Satellite

			<p>weather forecasts rely upon data from satellites)</p> <ul style="list-style-type: none"> • What could go wrong if a weather forecast isn't accurate? (Threat to life, business and property) • Where are we in the world? • Which are you inclined to believe? Why? 	
Lesson	Success Criteria	Lesson Outline	Differentiation and Key Questions	Key Vocabulary
Lesson 5	<ul style="list-style-type: none"> • To use tablets or digital cameras to present a weather forecast • I know what information is included in a weather forecast • I can write a short script 	Using tablets or digital cameras, pupils present a weather forecast video	<p>Differentiation:</p> <p>Pupils needing extra support: should focus on their filming skills within the group, judging whether they are the correct distance from the presenter</p> <p>Pupils working at greater depth: could be asked to clearly explain how they could make improvements (using some editing terminology) to their work if they were to repeat the activity</p> <p>Key Questions:</p>	<ul style="list-style-type: none"> • Filming • Presenter • Script • Tablet/Digital camera • Temperature • Weather forecast

	<p>for a weather forecast</p> <ul style="list-style-type: none">• I can create a short video		<ul style="list-style-type: none">• Have you seen a weather forecast on television before?• How are the forecasts filmed?• How do people predict the weather?• What information is usually given in a weather forecast?• Why are weather forecasts so important?• Who might weather forecasts be the most useful for?	
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