KNOWLEDGE ORGANISERS YEAR 5

Badgers - Spring 1 - Curriculum Plan

English

In English, we will be looking at the Shakesperarian play - "The Tempest" and creating our own playscripts.
We will then study "The Lost Thing" by Shaun Tan and we will be creating our own version fantasy narrative.

RE

Our RE Topic is titled "What difference does the resurrection mean to Christians" - the children will learn about Jesus being resurrected and salvation.

Design

As designers, we will be creating Developing functional automata toys for a window display using cams, followers and axles to create movement.

Science

We are focusing on , Changes of Materials. The children will learn about dissolving solutions., knowing about irreversible and reversble processes.

Music

We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.

Maths

In Badgers, we will be focusing on fractions, decimals and percentages. As well as looking at fomral methods of multiplication & division.
We will continue to practice our arithmetic through morning starters.

Geography

In Geography, we will be focussing on 'What is it like to live in a desert?'. They explore the characteristics of hot desert biomes, with a focus on the Mojave Desert.

PSHE

With Mrs. Ghirardelli, we will learn about safety and the changing body. They will learn to stay safe online and then the effects that alcohol and tobacco has our bidues.

Computing

We will be focusing on E safety this half term. We will look at how to keep ourselves safe online as well as the negative impacts of online use.

French

The Badgers will be learning abou tpets in French and to say whether they have a pet at home. They will be able to name different animals.

English

Play Scripts Knowledge Organiser

Does your play script include...	
a cast list?	
a short description of the setting?	
the speakers names on the left with colons?	
written detailed dialogue without speech marks?	
a structure that uses scenes?	
brackets for stage directions?	
a variety of punctuation used for effect?	
extended stage directions using adverbs, adjectives and prepositional phrases?	

Examples of Extended Stage Directions

(slouches down roughly into his high-backed chair)

(walks cautiously towards the mysterious knocking sound)

(crouches down on the ground, lifts the puppy's ear and whispers softly)

(looks suspiciously into the full-length mirror in front of him)

Prepositional Phrases

...a bright crystal chandelier hung **over the table**...

...she sneaks the book gently **into her coat pocket**...

...the lights **above the stage** dim and flicker...

Word Bank

across	answer	arrive	appear
bewildered	breath	breathe	cheerful
consider	continue	defiant	disappear
down	glamorous	heard	mention
minute	notice	position	promise
question	relieved	spotless	stomp
strange	surprise	tiptoed	through

Expanded Noun Phrases

...those ballet shoes...

...his worn school jumper...

...the tiny, marble statue...

...a loud, booming noise...

Adverbs

accidentally

angrily

anxiously

cautiously

completely

enthusiastically

frantically

gracefully

hungrily

joyously

loudly

madly

merrily

nervously

occasionally

quickly

repeatedly

sadly

shyly

solemnly

Key Features

cast list

short description of setting

speakers names are on the left with colons

detailed dialogue without speech marks

structured using scenes

brackets for stage directions

a variety of punctuation used for effect

extended stage directions using adverbs, adjectives and prepositional phrases

Working in Mr Luton's Garden

Cast

Thomas Luton: A grumpy, old man who likes to live alone.

Jacob Masters: A nine year old boy who has just moved to a new house.

Act I Scene 4

Thomas's lounge. He is all alone, sitting in a high-backed armchair and facing a marble fireplace. Opposite him is a large, broken window. Suddenly, a soft knocking sound begins offstage - as if someone is knocking on the front door.

Thomas: (slouches down into his chair and grunts angrily) Here he is, the little scamp. (shouts) Come in!

(Slowly, Jacob enters and shuffles reluctantly across the room. He is dressed in denim shorts, worn black trainers and a bright red t-shirt. His hands are in his pockets and his chin is touching his chest.)

Thomas: (stands and stamps his foot indignantly) What do you want?

Jacob: (raises his head slowly to look up at Thomas) I'm here to work off the cost of your front window, Mr Luton.

Thomas: (grabs his wooden cane from beside his chair and begins to walk across the stage) Well don't dally about. Let me show you where the garden tools are. I could really use your help to clear out my back garden because my strength isn't what it used to be.

Jacob: (takes his hands out of his pockets and begins to follow Thomas) I promise I won't let you down. I'm really sorry, Mr Luton.

Thomas: (turns around, smiles down at Jacob. He ruffles his hair with his free hand) I know you are boy. It was a great hit with your cricket bat but you've got to learn to aim Jacob.

Year 5 Narrative

What should I already know?

- To know to organise work into paragraphs around a theme
- To create settings, characters and a plot
- To know to use nouns and pronouns appropriately
- To know to use expanded noun phrases to add more detail
- To know to include dialogue
- To know to use ambitious vocabulary
- To know to include a range of year 3 and 4 punctuation and grammar
- To know that your writing should interest the reader
- Include a title
- Include a beginning, a build up, a dilemma, a resolution and Include an ending

What will I know by the end of the unit?

- Include an interesting
- Include a beginning which sets the scene and introduces the characters
- Include a build-up – make tension and suspense
- Include a dilemma
- Include a resolution
- Include an ending
- Introduce speech between characters
- Vary length of sentences for effect
- To be able to include all the appropriate requirements from the year 5 banding sheet for writing

Diagrams/WAGOLL

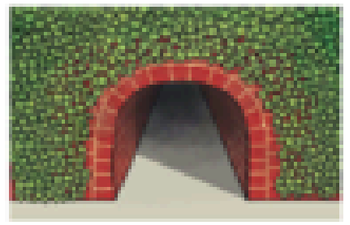
The Twins' Tunnel Trouble

Some twins are the best of friends, whilst others (like Susie and Patrick) were perhaps more like the worst of enemies! Susie was a lively, adventurous girl with a wild imagination, who would always be off outdoors leading adventures and misbehaving. Patrick was the complete opposite and was a quiet, shy boy, who liked to keep his imagination fixed on the books he read and the drawings he created. Often, people were amazed that they were even related! Susie's favourite pasttime was to pester, annoy and criticise her brother. She would hunt for spiders to put in Patrick's hair to make him cry, jump out from a hiding place when he was least expecting it and deliberately destroy his favourite books and paintings. When things like this happened, Patrick would scream until he was blue in the face and they would most likely end up in a heap on the floor fighting like cat and dog. Dad was sick of having to disentangle them. Would they ever learn to get along?

One morning during the summer holidays, Susie and Patrick were in the middle of a particularly nasty disagreement over which TV channel they wanted to watch.
"Stop it at once!" roared Dad.
His face was like a raging bull. He breathed heavily as his twins' behaviour would often horrify him. Since they had never seen dad so furious before, the children stood bolt upright. Dad, who didn't know how much more of this horrendous behaviour he could tolerate, told both of them to go and play outside immediately.
"Can't you try to find some common ground where you could at least pretend to get along?" pleaded Dad.
Seconds later, Susie headed out of the door like an adventurer off to explore new worlds. She had been pestering to be allowed to go outside all day anyway.
"Pigs might fly before we ever like each other," muttered Patrick as he reluctantly picked up his coat and trudged out into the garden.

Once outside, Patrick called out to Susie, "Where are you? Are we going to at least try?"
"Grrrrrrrrrrr!" roared Susie as she jumped out at him from behind a rubbish bin.
After his fright, Patrick stared at her twin sister with intense hatred and he knew instantly there was no point in them trying to make friends and find something in common – like dad had suggested – because they were as different as chalk and cheese! He was so engrossed in his thoughts that he hadn't even noticed Susie run off out of their backyard and, not wanting to be left alone, he knew he better follow her.

When he had caught up, he found Susie peering into a dark, brick-red tunnel with no light coming from the other side.
"Let's go, scaredy cat!" called Susie before he rapidly disappeared into the tunnel.
Patrick froze in horror. He wasn't scared but he definitely wasn't going to follow his stupid sister, he told himself. However, it was starting to get dark and Patrick was scared of being left alone. Resentfully, the young boy entered into the pitch-black passage way. Inside the tunnel, Patrick felt the sides of the cold, damp stone walls to guide his way. Slowly, he led his way towards a small glimmer of light at



the other end. As Patrick's eyes gradually adjusted to the brightness, he could just make out a crystal white sky with towering pine trees overhead. What was this place and how had he got here? He tiptoed into the icy wonderland and felt the crisp, white snow crunch under his feet. His new environment was truly magical but little did Patrick know, it was all about to change.

Without warning, the sun disappeared behind a nearby mountain and an icy chill ran down Patrick's spine. Dark shadows appeared to dance in front of his eyes. Suddenly, he felt very alone and desperate. Where was his sister when he needed her?
"Ahh-wooooooo!"
A loud, howling noise filled the bitter air. Instantly, Patrick knew that that wasn't the sound of Susie about to jump out on him, but actually the sound of a hungry wolf about to pounce. Patrick ran for his life. Frantically, he searched to find his twin. Out of the corner of his eye, he spotted a trail of snowy footprints, which led him to a sign that read 'The Arctic Witch's Garden'. Beyond the gate, Patrick saw a mysterious array of eerie ice sculptures. He noticed one particularly familiar-looking statue... it was Susie! What had happened? Would she be frozen like that forever?

Instinctively, he ran towards her and flung his arms around her tightly. Although they fought, he loved her really. She was his sister after all! He began to sob uncontrollably at the thought of losing her. With tears rolling down his face, Patrick suddenly began to feel warmer. It was then that he realised that the chunk of ice containing his sister had thawed and there she was in the flesh!
"About time bro!" joked Susie. "Now, we must run before that ghastly witch comes back and turns us both into human icicles!"
The two children sped from the frosted land as fast as their little legs would carry them with Susie clasping Patrick's hand all the way back through the peculiar tunnel.

As they finally flopped down on the living room sofa, Susie gave Patrick a hug and thanked him for saving her. From that day on, Susie didn't try to scare Patrick anymore and she learned to respect his belongings. As for Patrick, he didn't stay indoors all the time anymore and he actually enjoyed going on outdoor adventures with his sister. If they stuck together as a team, they knew that they could tackle anything. However, they never risked another trip down the tunnel to the icy world of the Arctic Witch!

Vocabulary

Title	The name of the piece of work.
Narrative	story
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.
Fiction	Not real, imaginary
Atmosphere	Tone or mood
Dilemma	Problem
Resolution	Solving a problem
Dialogue	Speech suing inverted commas
Clauses	Main clause – makes sense in its own Subordinate clause – doesn't make sense on its own
Genre	Style or category e.g. Adventure Sci-fi Horror Romance etc.

Narrative writing Skills

- Plan well structured stories
- Write in full sentences
- Improve punctuation
- Produce well written stories

Maths

Multiplication and Division — Knowledge Organiser

Short Multiplication

$$2543 \times 7 = 17\,801$$

	2	5	4	3
×				7
1	**7**	**8**	**0**	**1**
1	3	3	(2)	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170\,381$$

		2	5	4	3
	×			6	7
	1 1	7 3	8 3	0 2	1
1 1	5 3	2 2	5 1	8	(0)
1	**7**	**0**	**3**	**8**	**1**
	1	1			

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Division

$$136 \div 4 = 34$$

		3	4	
4	1	3	6	
−	1	2	0	→ 30 × 4
		1	6	
	−	1	6	→ 4 × 4
			0	

Short Division

		3	8
4	1	1 5	(3) 2

15 ÷ 4 = 3 remainder 3

Remember to regroup any remainders and move them into the next column.

		4	5	5	r	3
5	2	2	2 7	2 8		

28 ÷ 5 = 5 remainder 3

If your calculation has a remainder, remember to record it in the answer using the letter **r**.

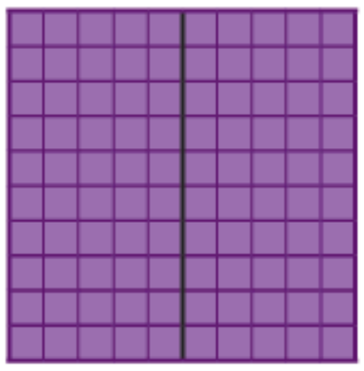
Fractions — Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- whole
- equivalent
- mixed number
- improper fraction
- simplest form
- multiple
- common denominator
- common numerator

Equivalent Fractions

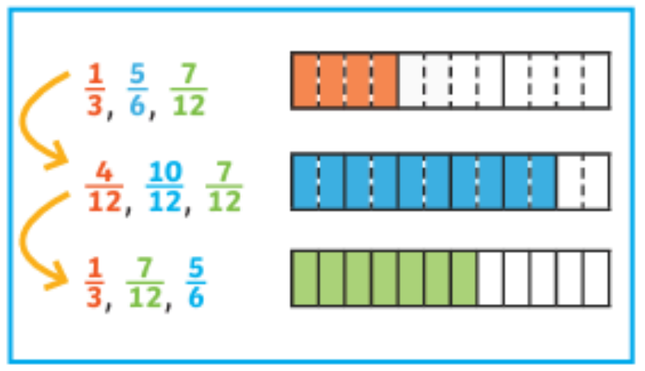
To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

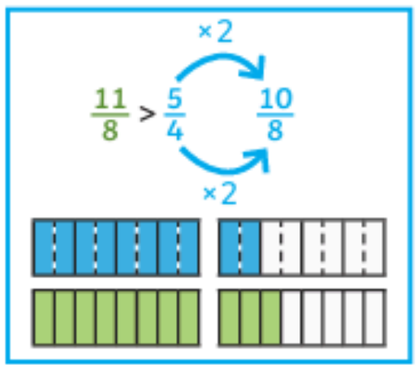


$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$ (×5, ×10; ×5, ×10)

Compare and Order Fractions

We can compare and order fractions by using common denominators.





Mixed Numbers

Mixed numbers contain a whole number and a fraction.

whole → $2\frac{1}{4}$ ← fraction

Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$\frac{9}{4}$

$9 \div 4 = 2r1$ → $2\frac{1}{4}$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

Multiply the whole by the denominator to make an improper fraction.

$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$

Add the fractions together.

Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

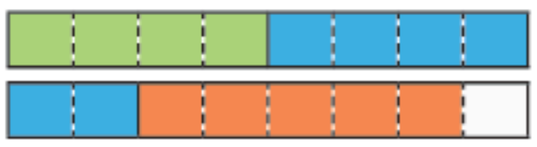
$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

Fractions — Knowledge Organiser

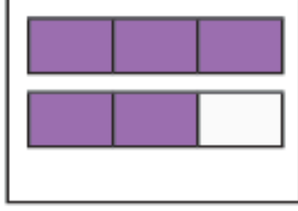
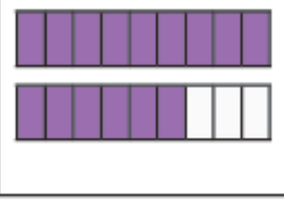
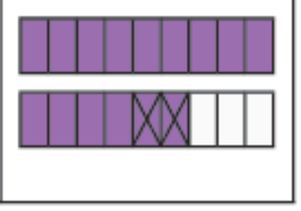
Add Fractions Where the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$



Subtract from a Mixed Number

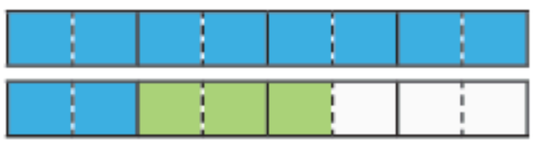
$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract
		

Add Mixed Numbers

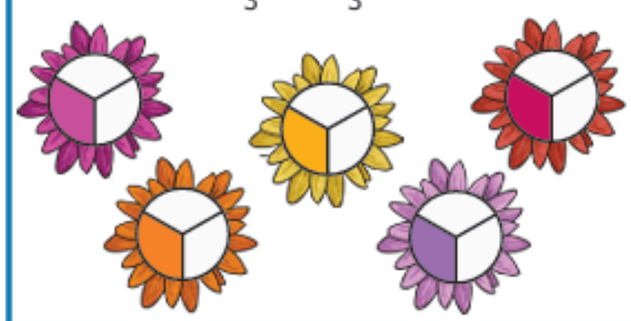
$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$



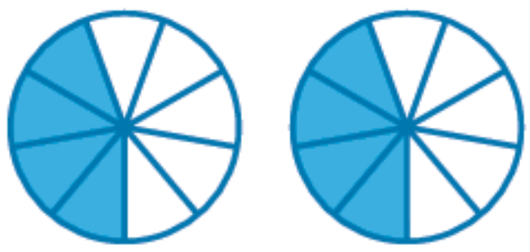
Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$



Multiply Non-Unit Fractions by an Integer

$2 \times \frac{4}{9} = \frac{8}{9}$



Subtract Two Mixed Numbers

$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

$2 - 1 = 1$

$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

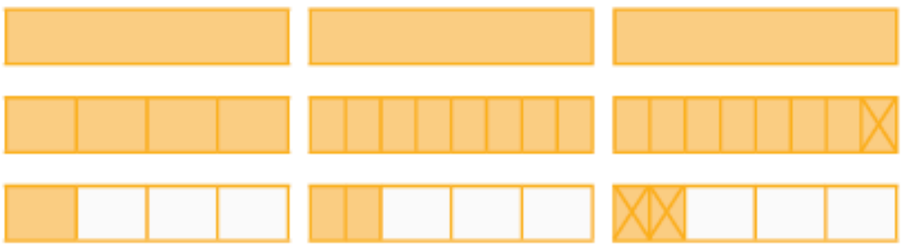
$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$



Science

Knowledge Organiser: Year 5 - **Changes of Materials**

Careers connected to changes of materials: laboratory technicians, technical associates, research analysts, chemistry teachers.

Lesson Sequence

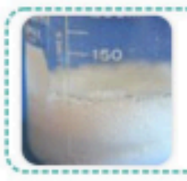
1. Use evaporation to recover the solute from a solution

2. Recognise and describe reversible changes

3. Observe chemical reactions and describe how we know new materials are made

4. Investigate rusting reactions

5. Investigate burning reactions

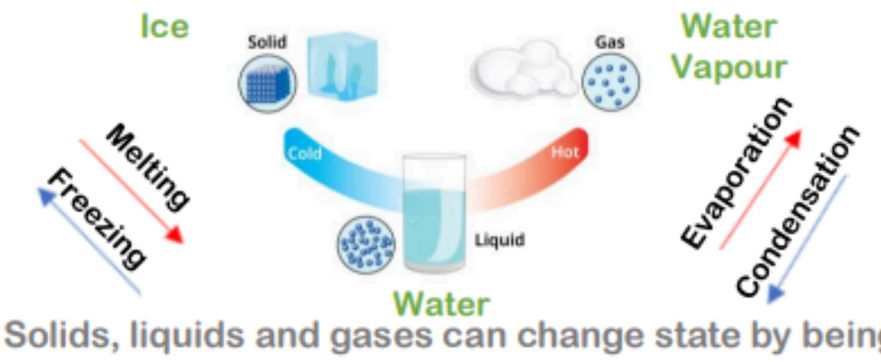


6. Investigate chemical reactions - acids and bicarbonate of soda

Evaporation

If a solid has **dissolved** in water (for example in a salt solution), **heating** it causes the water to **EVAPORATE**, leaving the solid (salt) behind.

Changes of State



Solids, liquids and gases can change state by being **heated** or **cooled**.

Irreversible Changes

These are **CHEMICAL** changes – they **cannot** be reversed as a new material has been made.

Reversible Changes

liquid chocolate
– cool –
solid cholate

solid lolly
– heat –
liquid lolly

mixture of rice and flour
– sieve –
both separated

dissolved sugar
– evaporation (heat) –
solid sugar

These are **PHYSICAL** changes – they **can** be reversed as no permanent change has been made.

Rocket Words

	solute	a substance that can be dissolved in liquid
	solvent	a substance that can dissolve in a solute
	reversible	a change to a substance that can be undone or reversed
	evaporate	the process where a liquid changes to a gas
	chemical change	a type of change in which a new substance is formed
	effervescence	fizzing or bubbling
	fair test	an experiment that only changes one variable
	corrosion	the reaction of a metal with oxygen
	combustion	an irreversible change where a fuel uses oxygen to burn and releases energy
	extinguish	to put out a fire
	reaction	process in which substances are converted into different substances
	carbon dioxide	gas which makes up around 0.04% of our atmosphere

RE

Being a Christian: UKS2 Knowledge mat (U2.5 Y6)

Subject Specific Vocabulary

Holy Week	A very important week for Christians precedes Easter.
Last Supper	The last meal that Jesus shared with his disciples.
Garden of Gethsemane	The place where Jesus was betrayed by Judas.
Good Friday	The day Jesus was crucified and died on a cross.
Crucifixion	An ancient form of execution where people were bound or nailed to a cross.
Resurrection	Christians believe that this is when Jesus rose from the dead to everlasting life.
Salvation	Christian belief that Jesus died to save others. That he sacrificed himself.
Romans	The people in charge whilst Jesus was alive. They saw Jesus as a troublemaker.
Pilate	The Governor of Judea and the person who sentenced Jesus to death.
Martyr	A person who is killed because of their religious beliefs.

Sticky Knowledge –Salvation: What do Christians believe Jesus did to save people?

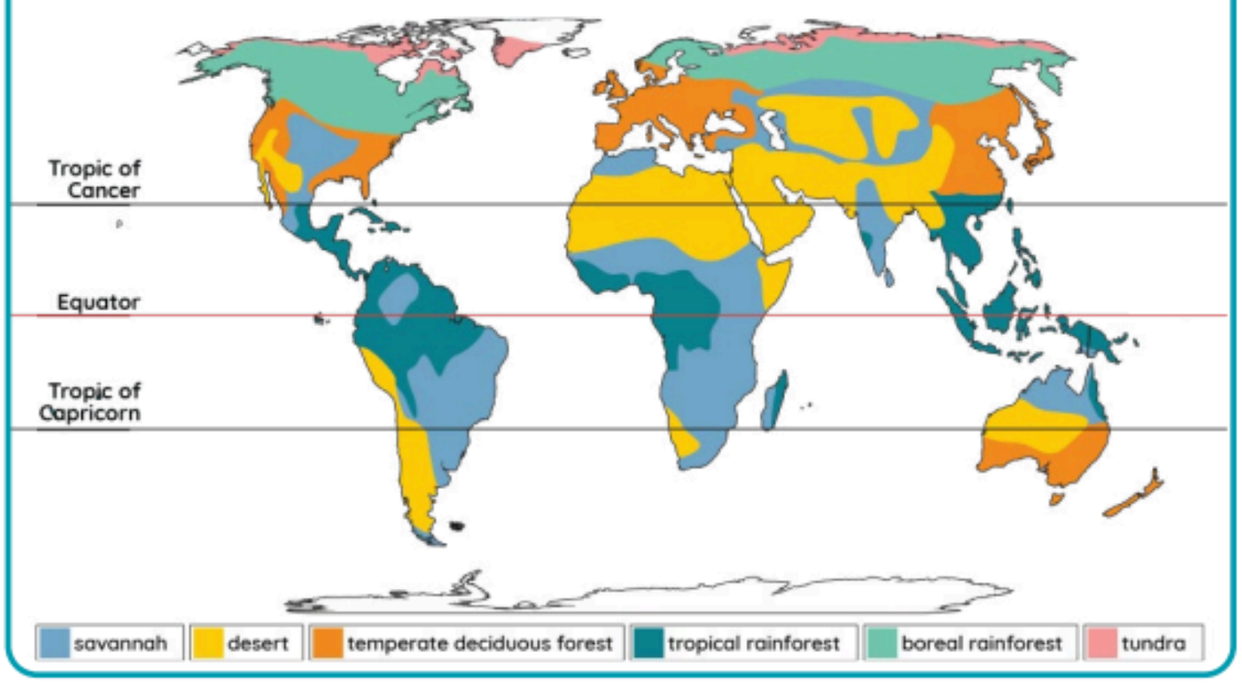
(Link to 1.5 and L2.5)

- ❑ Christians celebrate Holy Week. This is divided up in to several parts.
- ❑ Jesus enters Jerusalem on Palm Sunday. He is greeted as a hero.
- ❑ Jesus is betrayed by a friend, Judas, and arrested in the Garden of Gethsemane.
- ❑ On Good Friday, Jesus, along with two thieves, is crucified and dies.
- ❑ Jesus is placed in a tomb.
- ❑ Three days later, on Easter Sunday, the tomb is found empty by Jesus' friends.
- ❑ Christians believe that Jesus rose from the dead. This is called resurrection.
- ❑ Many Christians believe that Jesus gave his life willingly to repair the damage done between humans and God. They believe it to be Jesus' sacrifice; a price he was willing to pay.
- ❑ Christians believe that people deserve punishment if they sin. Jesus was punished for the sins of all. By dying he lifted sins from all people.
- ❑ Christians believe that Jesus' death was not the end.
- ❑ Some Christians follow Jesus' example even to the point of dying for what they believe in. Statues of such people can be found above the great west door in Westminster Abbey.

Geography

Would you like to live in the desert?

Where are hot desert biomes located?



A hot desert biome is hot, dry and arid, although temperatures can drop at night and occasional heavy downpours can occur.

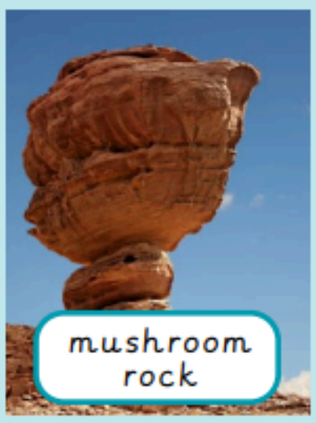
Threats and dangers:

How do people use the Mojave Desert?

- Protecting areas of natural beauty in national parks.
- Recreational purposes like hiking or quad biking.
- Ranching and farming.
- Military bases and training.
- Mining precious minerals.
- Generating renewable energy.
- Living in settlements.

arid	Too little rain to support lots of vegetation.
barren	Land that cannot grow vegetation.
biome	An area of the world with a similar climate and landscape, where similar plants and animals live.
climate	Long-term weather conditions in a specific region.
desert	Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.
mining	The process of digging up valuable minerals from the Earth's crust.
rainfall	The amount of rain falling in a place over a particular time.
ranching	Keeping animals on a large farm, particularly in the Americas.
renewable energy	Energy generated from a continuous source, such as wind or water.

Physical features in the Mojave Desert:



French

LANGUAGE ANGELS

Language: French | Teaching Type: Intermediate Language | Unit: As-tu un animal ?

Unit Objective:
To say what pet you have and do not have in French

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions **et** (and) and **mais** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions '**et**' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai**... (I have) learning how to say **je n'ai pas de/d'**... '(I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.
Revisiting 1st person singular conjugations of high frequency verbs **je m'appelle, j'ai, je suis** and **j'habite**. Indefinite articles/determiners **un** and **une**. Negative structure **je n'ai pas de/d'...**

Phonics & pronunciation we will see:

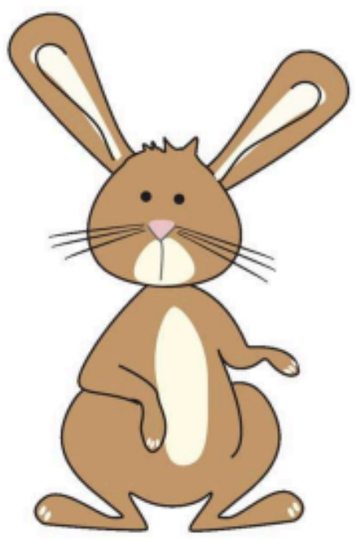
Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **Cécile**
- **E** sound in **je & de**
- **EAU** sound in **oiseau**
- **Silent letters**. 'S' is not pronounced in **mais** or **souris** and the t is not pronounced in **et & chat**. 's' &'t' are often silent at the end of French words.
- **'H' Aspiré**. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in **hamster** acts like a consonant which is why it is **'je n'ai pas de hamster'**.
- **Elision 'Je n'ai pas d'oiseau'**. Dropping of the last letter of a word (in this case the 'e' in **ne** and **de**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

Vocabulary we will learn & revisit:

8 common pets. **J'ai**... ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**...(I don't have). This is all listed on the Vocabulary Sheet.

As-tu un animal ?



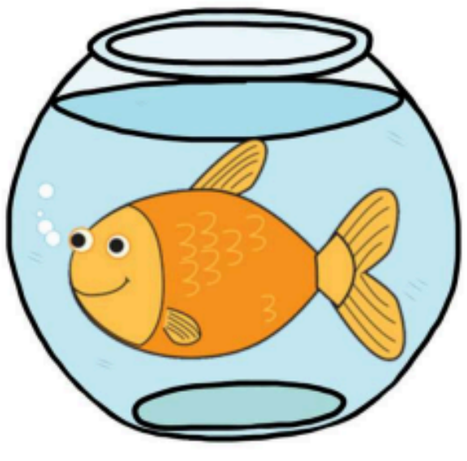
un lapin

un chien

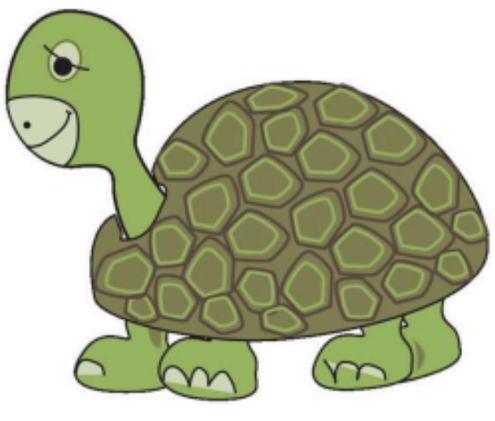
un chat

un oiseau

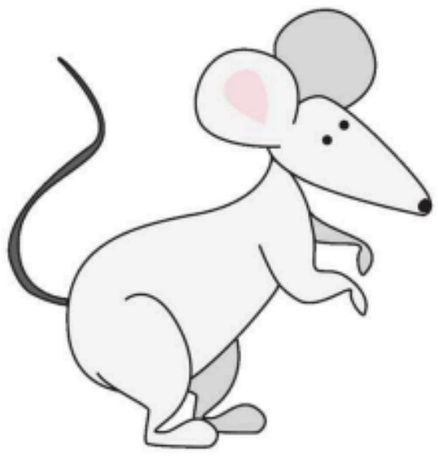
un hamster



un poisson rouge



une tortue



une souris

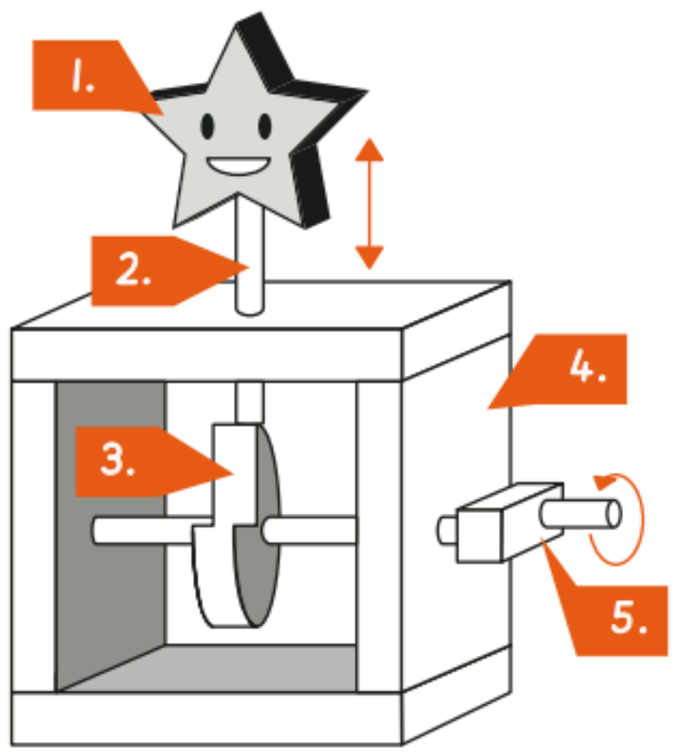
LANGUAGE ANGELS

Design

D&T - Automata toys

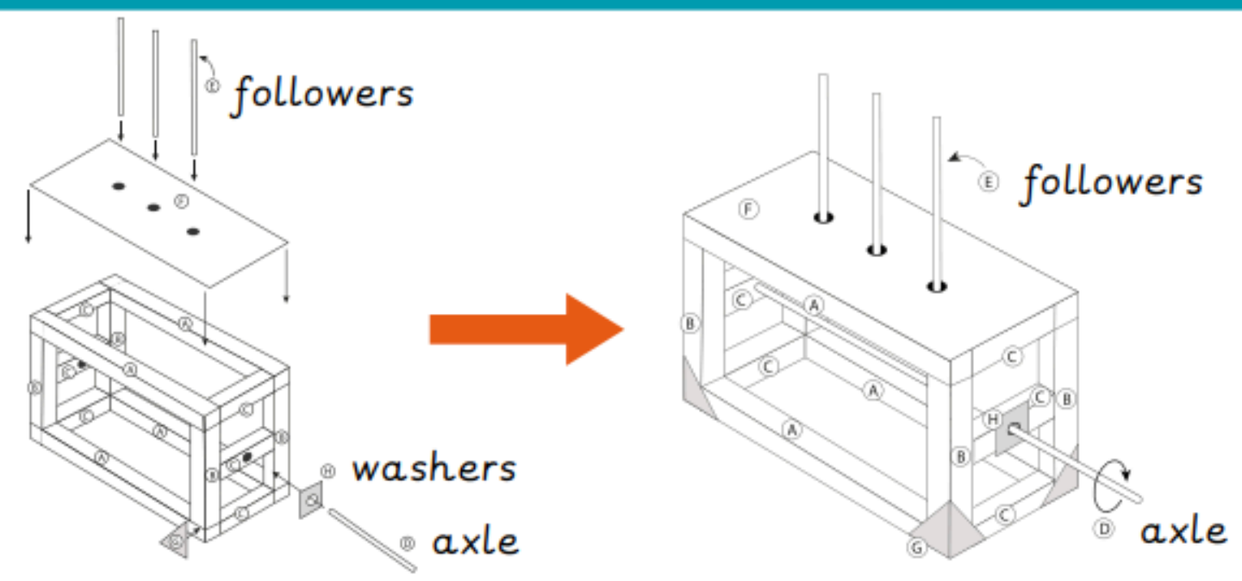
Automata toy components:

1. Character.
2. Follower.
3. Cam.
4. Frame.
5. Axle attached to handle.



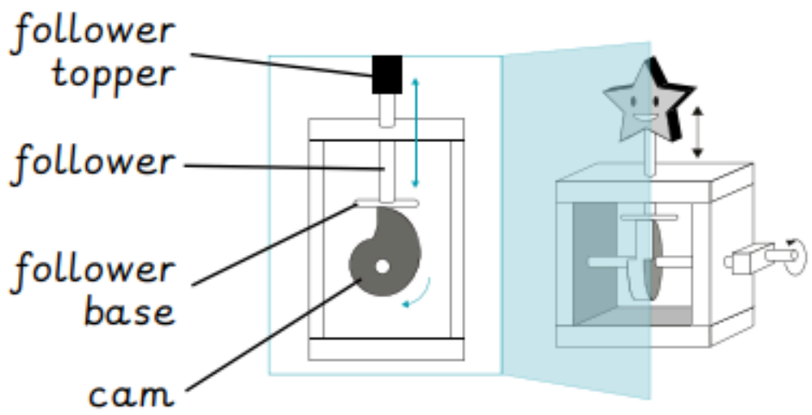
Automata toys *use a* ***mechanical system*** *of* ***cams, axles*** *and* ***followers*** *to create movement in a character or object.*

Exploded diagrams



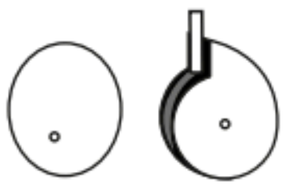
Exploded diagrams communicate how the parts of a product fit together. They help when making the product.

Cross-sectional diagrams

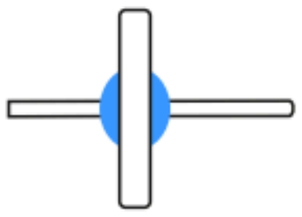


Cross-sectional diagrams *help designers to* ***communicate*** *how a product works by showing the inside. Imagine a cut down the middle.*

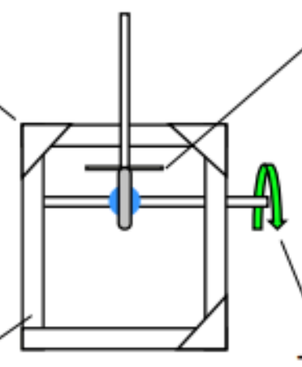
Making adjustments and improvements



Increase the thickness of the ***cams*** *by using corrugated card or sticking the same shape* ***cams*** *together.*

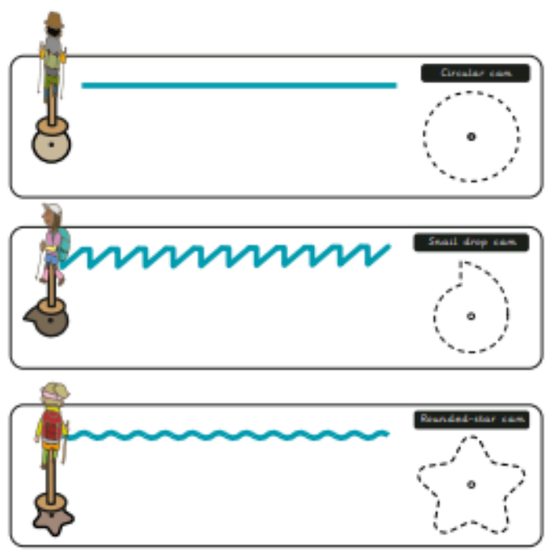


Secure the ***cam*** *to the* ***axle*** *with sticky tack or modelling dough so the* ***cam rotates*** *with the* ***axle****.*



Follower movement

The shape of the ***cam*** *changes the movement of the* ***follower****. Cams can change* ***rotational*** *movement to* ***linear*** *movement.*



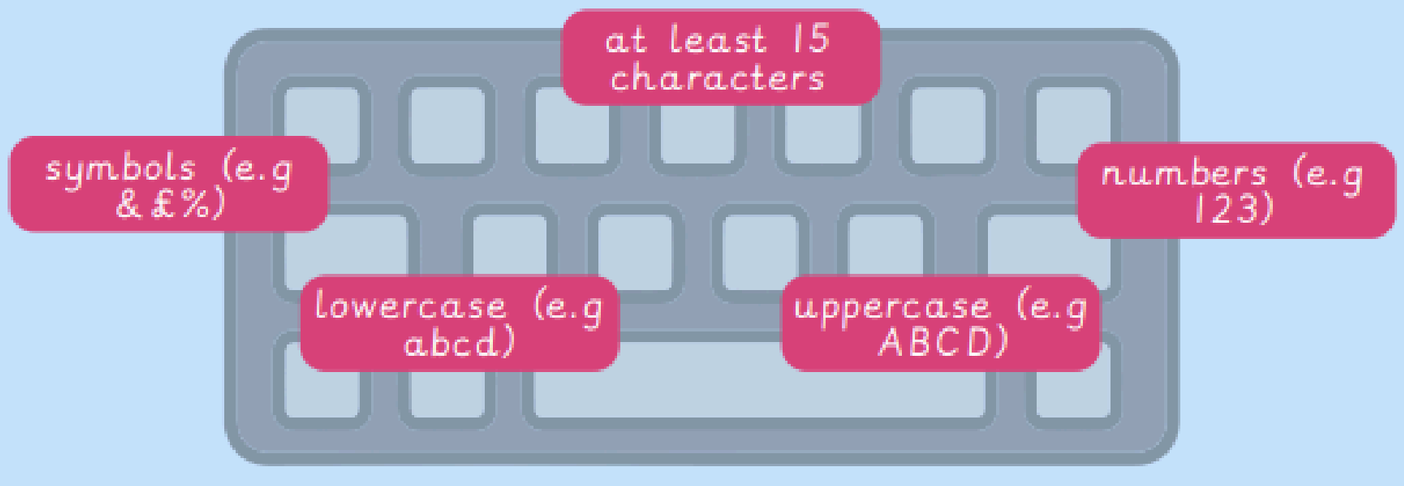
Cam shapes

eccentric cam	snail drop cam	heart cam	circular cam
pear cam	oval cam	star cam	square cam

Computing

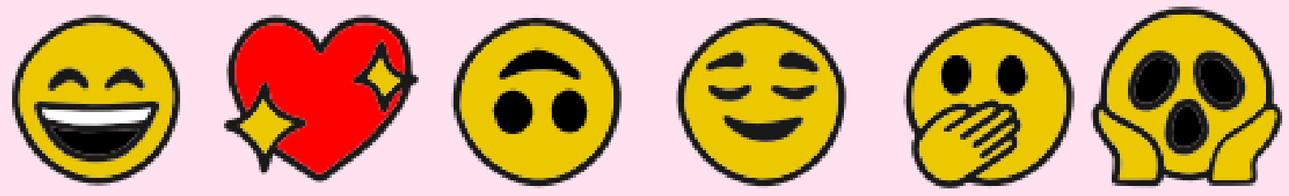
app	The shortened word for application is a type of computer program typically found on smart phones and tablets.
bullying	The deliberate act of harming, intimidating or threatening someone else to cause them physcial or emotional distress.
health	The mental and physical condition of a person or living thing.
judgement	To come to a sensible conclusion about a matter or a person.
memes	An image or video visual with some usually humerous writing added to it.
online communication	The way people communicate (share and recieve information) with each other over a computer networks, such as the internet .
permission	The action of allowing something to happen.
well-being	The state of mind, health and happiness.

A strong password contains the following:



Apps require our permission for things such as accessing location or photo library.
It is important to know where there settings are.

Any form of online communication can be misintepreted.
Text may be misread and emojis or memes could be misunderstood .



Technology can have both positive and negative effects on our health and wellbeing.

Tell a trusted adult if you are getting bullied online.
You can also get help from these places:

Childline
https://www.childline.org.uk/

NSPCC
https://www.nspcc.org.uk/