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| **Lent 1**  **Subject: Introduction to spreadsheets Year 6 Medium Term Planning** | | | | | | |
| **National Curriculum Objectives**   * 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 | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know how to create a data set in a spreadsheet | I know how to build a data set in a spreadsheet. | I know how to explain that formulas can be used to produce calculated data. | I know how to apply formulas to data. | I know how to produce a spreadsheet to plan an event. | I know how to choose suitable ways to present data. |
| **Recall and retrieval** | *.*  esafety scenario. | How do you enter data on a spreadhseet | How do I format a cell? | .What data types can be used in calculations. | What is the result of using this formula? | Answer questions using a spreadsheet. |
| **Sequence of knowledge throughout the lesson**  **:** | Key knowledge  I can collect data.  I can suggest ways to structure my data.  I can enter data into a spreadsheet. | Key knowledge  I can explain what an item of data is.  I can choose and apply an appropriate format for a cell. | Key knowledge   * I can explain which data types can be used in calculations. * I can construct a formula in a spreadsheet. * I can identify that changing inputs change outputs. | Key knowledge  I can calculate data using different operations.  I can create a formula which includes a range of cells.  I can apply a formula to multiple cells by duplicating it. | Key knowledge  I can use a spreadsheet to answer questions.  I can explain why data should be organised.  I can apply a formula to calculate the data I need to answer questions. | Key knowledge  I can produce a chart.  I can use a chart to show the answer to a question.  I can suggest when to use a table or chart. |
| **Scaffolding** | Support from peer to input | Simple formatting. | Modelled examples from mini teachers | Simple + and - | Fewer pieces of data | Simple chart and questions |
| **Challenge** | More complex data | Explain some of the different ways of formatting. | Be a mini teacher. | Use a variety of calculations. | More data | More complex chart |
|  | **Key Vocabulary:** Data, collecting, table, structure, spreadsheet | **Key Vocabulary**  Cell, cell reference, data item, format | **Key Vocabulary**  Formula, calculation, data, spreadsheet, input, output, cells, cell reference | **Key Vocabulary**  Data, calculate, operation, formula, cell, range, duplicate, sigma | **Key Vocabulary**  Propose, question, data set, data, organised, formula | **Key Vocabulary**  Chart, evaluate, results, comparison, questions, software, tools, data |