

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Computing	YEAR : B	TERM : Summer 2	YEAR GROUPS : 5/6
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**Key Question:** What is a concept map and how do we use one?

Previous Knowledge – We would expect children to already be able to: understand how to plan and use mapping – similar to a mind map. We would also expect that children are familiar with using the IT program (purple mash) and understand the layout of this and the variety of texts they can use to add to their map.

## END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are <b>emerging</b> because they can:	Most children will show that they have reached the <b>expected</b> level because they can:	Some children will have gone beyond the expected level and will show that they are <b>exceeding</b> because they can:
<ul style="list-style-type: none"> <li>&gt;Make connections between different ideas.</li> <li>&gt;Children can list 2 reasons of recording concept maps visually.</li> <li>&gt;Children understand what is meant by ‘concept maps’.</li> <li>&gt;Children can create a basic concept map with support</li> <li>&gt; Children can use story Mode to begin to create an informative text.</li> <li>&gt;Children have used 2Connect collaboratively to create a concept map with support.</li> <li>&gt;Children have used presentation Mode to present their concept maps to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;Make connections between thoughts and ideas.</li> <li>&gt;List, see and explain the importance of recording concept maps visually.</li> <li>&gt;Understand what is meant by ‘concept maps’, ‘stage’ and ‘nodes’.</li> <li>&gt;Create a basic concept map</li> <li>&gt; Use story Mode to create an informative text.</li> <li>&gt;Use 2Connect collaboratively to create a concept map.</li> <li>&gt;Use Presentation Mode to present their concept maps to a friend/partner.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;Make connections between thoughts and ideas and distinguish between them.</li> <li>&gt;List, see and explain the importance of recording concept maps visually and give an example of when this is necessary.</li> <li>&gt;Understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections.’</li> <li>&gt;Create a concept map with multiple concepts</li> <li>&gt; Use story Mode to create an informative text with visuals to support.</li> <li>&gt;Use 2Connect individually to create a concept map.</li> <li>&gt;Children have used Presentation Mode to present their concept maps to an audience.</li> </ul>

### ASSESSMENT OPPORTUNITIES

Saving to the Purple mash server and look at their final outcome.  
 Through questioning, asking and answering – regular sweeps of the classroom to look at their programming.

<b>ENRICHMENT OPPORTUNITIES</b>  Helping children to remember more through sticky learning and a vocabulary recap at the beginning of the lesson.	<b>SUBJECT SPECIFIC VOCABULARY</b> Concept map, node, connections, collaborate, presentation mode, vocabulary, sorting, stages, story mode, visual, informative, audience, heading, subheading,	<b>CROSS-CURRICULAR LINKS</b> <b>Links that we can make to help children make sense of what we want them to know and be able to do.</b>  English – mind mapping ideas. Collecting a range of ideas and creating connections between them in order to remember or produce something.
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