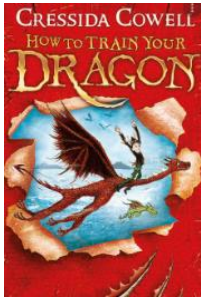



Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 3						
Here Come the Vikings! Theme: Term: Summer 2						
Hook - a dragon encounter - video evidence plus search for physical signs of an visitation by a dragon dragon eggs, dragon nest, dragon claw, meteor stones, scratch marks in the soil, dragon footprint, dragon tooth						
Week	1	2	3	4	5	6
	12 <sup>th</sup> June	19 <sup>th</sup> June	26 <sup>th</sup> June	3 <sup>rd</sup> July	10 <sup>th</sup> July	17 <sup>th</sup> July
Important dates	Mon morning - ART lessons 1 and 2 Mon pm SS writing course pm Mon pm 3S outdoor learning Tues am English hook Fri Viking experience - Murton Park	Summer Assessment Week  Thurs Y2 assembly Thurs Twilight 5.30pm	29.6.23 QLA deadline Mon 3P outdoor learning	Mon 3S outdoor learning Tues Sports Day Wed Moving up day	Mon Sports Assembly Mon 3P outdoor learning Wed Reception assembly, picnic day and meet the teacher Thurs Sandal Showcase 3.45-4.45	Mon Reports Break up Friday
Cross curricular computing opportunities	Purple Mash blank newspaper English lesson 1 HOOK? OR homework?	Purple Mash - reading The last of the Eastern dragons	English Education City - Conjunction Junction (coordinating) How to train your wagon (subordinating)	Science Purple Mash - seed dispersal  Education City - The birds and the seeds (seed dispersal)	Science Education City - Pollen POints activity	2 graph science lesson
Homework		Reading comprehension		Adverbs to express time		suffixes - plurals s and es, ly, er and est
Text type: Narrative	<b>Phase 1 - Immerse</b>	Assessment week	Phase 2 – WAGOLL and success criteria	<b>GPS focus 2:</b> revise adverbs to express time e.g. <b>eventually, recently, immediately, lately, yesterday, already.</b>	<b>Model Write and Hot Task</b> Model write –  Shared and guided writing to be used throughout  <b>Hot Task</b>  <b>Hotter Task</b>	<b>Poetry – Structured</b> • Question and answer poetry OR Limerick poetry about a monster?  The Hippocrump  focus on using expanded noun phrases and prepositions in poetry, possibly also use dialogue in poetry also.
<b>Key text:</b> 	<ul style="list-style-type: none"> <li>Hook - and create a mini news report about our findings - include direct speech and adverbs - amazingly, surprisingly - and descriptions <b>Purple Mash editing?</b></li> <li>How to catch a dragon writing instructions, linked to the video hook and finding evidence in the school grounds</li> </ul>	 Suggested related Immersion activities -  *drawing a map of where the dragon came from. For inspiration, listen to the author of Podkin One-ear explain how to draw a story-world map: <a href="https://www.youtube.com/watch?v=wLGLrWBtfyU">https://www.youtube.com/watch?v=wLGLrWBtfyU</a>	GPS focus 1: revise conjunctions (coordinating and subordinating)			
<b>Related texts:</b> The Saga of Erik the Viking  The Viking Voyagers						







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	<ul style="list-style-type: none"> <li>comprehension questions about the first chapter of the book.</li> </ul>	*advertising for a dragon hunter				
<b>English Spiral</b>	<u>Spiral Starters</u> <ul style="list-style-type: none"> <li>Proof reading</li> <li>inverted commas</li> <li>indefinite articles</li> </ul>	<u>Spiral Starters</u> <ul style="list-style-type: none"> <li>inverted commas</li> <li>spelling rules for year 2 suffixes ed and ing</li> </ul>	<u>Spiral Starters</u> <ul style="list-style-type: none"> <li>Apostrophes for possession</li> <li>spelling rules for year 2 suffixes er and est</li> </ul>	<u>Spiral starters</u> <ul style="list-style-type: none"> <li>spelling rules for year 2 suffixes plurals s and es</li> <li>mixed ed ing er est</li> </ul>	<u>Spiral Starters</u> <ul style="list-style-type: none"> <li>proof reading</li> <li>sentence types</li> <li>possessive apostrophes</li> </ul>	<u>Spiral Starters</u> <ul style="list-style-type: none"> <li>proof reading</li> <li>Apostrophes for contraction</li> <li>spelling rules</li> </ul>
<b>English spirals</b>	<ul style="list-style-type: none"> <li>proof reading</li> <li>use co-ordination (e.g. or / and / but)</li> <li>use subordination (e.g. when / if / that / because) to join clauses</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes for contractions</li> <li>spelling rules for year 2 suffixes ed and ing</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>spelling rules for year 2 suffixes er and est</li> </ul>	<ul style="list-style-type: none"> <li>as above</li> </ul>	<ul style="list-style-type: none"> <li>proof reading</li> <li>question marks</li> <li>conjunctions</li> </ul>	as above
<b>VIPERS</b>	<p>Dragon poetry x 2 lessons</p> <p>Twinkl - extended reading comprehensions - assessment preparation</p>	Assessment papers	<p>Y3 quick comprehensions fiction and non fiction</p> <p>*Odd and the Frost Giants</p> <p>* Mammals</p> <p>*The North wind and the sun</p>	poetry - dragon poems (Teach hub)	Fiction Son of the sea	Non fiction - the rainforest grew all around (teach hub)
<p><b>Spelling No Nonsense summer words</b></p> <p>actually certain height imagine increase interest important difficult</p>	<p>Revise spelling rules for ed, ing er, est plurals s and es</p>	<p>Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term</p> <p>though notice quarter length library describe mention answer appear</p>	<p>Year 3, Block 6, lesson 4, 5, 6</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Teach - young double touch trouble country rough</p> <p>practise</p> <p>apply inc dictation - You will be in trouble if you touch the young plant. The countryside is rough to walk on.</p>	<p>Block 6, lesson 9, 10, 11</p> <p>Homophones teach - (inc heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p> <p>practise</p> <p>apply - Play a relay race Divide your class into six groups, one from each group come to the front of the line where a large piece of paper is displayed for their team. Read a sentence that uses one of a pair of homophones. If they write the word correctly they win a point.</p>	<p>Block 6, lesson 12</p> <p>Proofreading Use a range of sentences with spelling errors. The errors should be in aspects that have been taught throughout the year. As a class, pupils identify the errors and correct them in their journals.</p> <p>Present perfect tense OR Strategies for learning words: words from statutory and personal spelling lists</p> <p>actually certain</p>	<p>recap spelling rules for suffixes - plurals s and es, ly, er and est</p>



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				The winning team has the most points.	height imagine increase interest important difficult	
<b>Spelling homework</b> <b>ED SHED spellings CORE TEST THURSDAY</b>  4 rule 1 Y2 2 Y3/4	walked chased coming swimming whole though describe	though notice quarter length library describe mention answer appear	young double country rough water increase interest	he'll plain groan grown everybody height length	actually certain height imagine great important difficult	wishes happily funnier sunniest eye actually certain
<b>Supreme Spellers Year 1 and 2 words TEST THURSDAY</b>	only parents class busy grass sure sugar	people Mr Mrs one once any many	child children kind mind find pretty beautiful	only parents class busy grass sure sugar	people Mr Mrs one once any many	child children kind mind find pretty beautiful
<b>Handwriting Nelson</b>	<b>letter g</b> <i>age, dge, nge, gen</i>  <b>diagonal join</b> <i>le, el, al, il</i>	Practising the two ways of joining the letter s sh, as, es  Practising joining to the letter y ky, hy, ly	Practising joining to the letter g ting, ring, king  Reviewing the four handwriting joins kn, mb, wr, wh	Practising joining from the letter w war, wan, wap  Practising correct height and size of letters ily, ely, kly	Punctuation I'm, I'll, he's, she's  Practising joining to/from the letter i cian, sion, tion	Practising joining to/from the letter s less, ness  Practising joining from the letter e er, ier, est, iest
<b>Arithmetic</b>	Mixed Operations	<ul style="list-style-type: none"> <li>Roman Numerals from I to XII</li> </ul>	Years, months and days.	2D Shapes	Statistics	Statistics
<b>Maths Spiral</b>	2- Step problems Timetables	Mixed Operations Timetables	Time Timetables	Mixed operations including time Timetables	Mixed operations including time Timetables	Mixed operations including time Timetables
<b>Maths</b>	Fractions <ul style="list-style-type: none"> <li>Unit fractions of a set of objects</li> <li>Non-Unit fractions of a set of objects.</li> <li>Consolidation of 4 Operations.</li> </ul>	Time <ul style="list-style-type: none"> <li>Recap o'clock, half past, quarter past and to.</li> <li>Telling the time to 5 minutes</li> <li>Telling the time to 1 min</li> <li>Read the time on a digital clock.</li> </ul>	Time <ul style="list-style-type: none"> <li>Am and pm</li> <li>Duration</li> <li>Start and end timings</li> <li>units of time</li> </ul>	Geometry – properties of shape <ul style="list-style-type: none"> <li>Recognise and describe 2D and 3D shapes - Recap.</li> <li>Make 3-D shapes</li> </ul>	Geometry – properties of shape <ul style="list-style-type: none"> <li>Recognise angles as a property of shape.</li> <li>Horizontal and vertical</li> <li>Parallel and perpendicular</li> <li>Turns and angles</li> <li>Right angles in shapes</li> <li>Compare angles</li> </ul>	Measure – mass and capacity <ul style="list-style-type: none"> <li>Measure mass (1)</li> <li>Measure mass (2)</li> <li>Compare mass</li> <li>Add and subtract mass</li> <li>Measure – mass and capacity</li> <li>Compare volume</li> <li>Measure capacity</li> </ul>






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						<ul style="list-style-type: none"> <li>• Compare capacity</li> <li>• Add and subtract capacity</li> <li>Temperature</li> </ul>
<b>Maths Policy</b>						
<b>Science Plants</b>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant.</p> <p>Main activity - Children label and write their own job description for each part. Using real plants</p> <p>Key vocab: Roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb</p> 	<p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</p> <p>Children work in pairs/ groups to plan and conduct an experiment.</p> <p>Main activity: Key vocab: Air, light, water, nutrients, soil, investigate, explore, predict, observe.</p> 	<p>CONT To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</p> <p>Answer last week's investigation question - what did we find out? What has this shown?</p>  <p><b>FUNCTION OF ROOTS</b> Plan and set up investigation using celery in coloured water. The celery is put in different places (temp) to see the effects on water transportation.</p> <p><b>Purple Mash Transpiration</b></p> <p><a href="https://www.youtube.com/watch?v=Rz7zmSlvrtA">https://www.youtube.com/watch?v=Rz7zmSlvrtA</a></p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination</p> <p>Main activity: Give each pair of children a flower. Ask them to dissect it carefully, separating it into the different parts. They should use the Flower Dissection Mat Activity Sheet to organise the different pieces, placing them under the correct heading. Explain the processes of pollination using <b>Purple Mash</b></p> <p>Key vocab: Petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation.</p> 	<p><b>OUTDOOR LEARNING</b></p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding fertilisation</p> <p>Main activity: Recap last weeks lesson and look at the plants we dissected. Explain the process of fertilisation. Move onto explaining seed dispersal and the different ways this happens – Benedryl advert. Chn to make helicopter seeds to drop outside.</p> <p>Key vocab: Petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation.</p> 	<p>What have we learnt?</p> <p>Chn to plant flowers outside, discussing the processes and recapping prior learning. Chn to create an information poster showcasing all they have learnt over the half term.</p> 
<b>Geography</b>						
Locational Knowledge						
Place Knowledge						
			<p><b>KAPOW LESSON 2 - To understand the importance of trading responsibly.</b></p> <p><u>success criteria</u> -</p> <p>I know what trading responsibly means.</p> <p>I can explain how responsible trading supports equality.</p>	<p><b>KAPOW LESSON 3 - How do we get our chocolate?</b></p> <p><u>success criteria</u></p> <p>I understand there are different opinions on importing products.</p> <p>I can recall the locations a cocoa bean travels through to reach the UK.</p>	<p><b>KAPOW LESSON 4 - Where does our food come from?</b></p> <p><u>success criteria</u></p>	<p><b>KAPOW LESSON 5 - Are our school dinners locally sourced?</b></p> <p><u>success criteria</u></p> <p>I can collect data from an interview.</p> <p>I can analyse information from an interview.</p>

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<p>Human and Physical Geographical Skills</p>			<p>I can discuss some of the advantages and disadvantages of importing food.</p> <p><b>Locational knowledge</b></p> <p><b>Human and Physical geography</b></p> <p><b>Geographical skills and Fieldwork</b></p>	<p>I can describe the process from cocoa bean to chocolate.</p> <p><b>Human and Physical geography</b></p>	<p>I can label countries on a world map using an atlas.</p> <p>I can use the scale bar on a map to calculate approximate food mileage.</p> <p>I can ask questions about where the food I eat comes from.</p> <p><b>Locational knowledge</b></p> <p><b>Human and Physical geography</b></p> <p><b>Geographical skills and Fieldwork</b></p>	<p>I can describe the features of a questionnaire.</p> <p><b>Human and Physical geography</b></p> <p><b>Geographical skills and Fieldwork</b></p>
<p><b>History</b> <b>Hook Day 16th June.</b> <b>Viking visitor!</b> <b>Murton Park.</b></p>	<p>Viking raids and invasion. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To understand where the Vikings came from.</p>	<p>Resistance by Alfred the Great and Athelstan, first king of England. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. To understand how some kings in Britain dealt with the Viking invaders.</p>	<p>Viking Life. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how Vikings lived and worked.</p>			
<p><b>Art</b></p> <p><b>Skills Progression</b> Make printing blocks including basic shapes (e.g. from squares of card with card shapes/ polystyrene shapes layered).</p> <p>Create patterns over colour-washed paper and comment on the effect created</p> <p><b>Skills Progression:</b> Replicate some of the techniques used by notable artists, artisans and designers. Create original</p>	<p><b>Lesson 1 - inspirational artist</b> Artist - Mary White</p> <p><b>End of Year Expectations:</b> Investigate how print is used in everyday life by designers/artists and compare their methods/techniques</p> <p>Introduce the textile designer Mary White and her iconic textile prints of the 1950s. Let the children look closely at her prints. What inspires her? What is the main theme? What do they notice? What do they like? Which colours does she use?</p>  <p>Observe leaves, seed heads, acorns etc used in prints.</p>	<ul style="list-style-type: none"> <li>- <b>Lesson 2 - Printing</b></li> <li>- <b>Monoprinting</b> - focusing on making a background</li> <li>-</li> <li>- What previous experience have we had of printing? What can they remember?</li> <li>-</li> <li>- Make a collection of leaves/ ferns and cardboard shapes (seed heads, acorns, pine cones)</li> <li>-</li> </ul> 	<p><b>OUTDOOR LEARNING week 1 3S, week 3 3P</b></p> <p><b>Lesson 3 - Printing</b> <b>Making a printing block</b></p> <p>Study shapes of leaves, seed heads etc (used by Mary White with reference to things we previously saw/ collected and sketched in lesson 1). Use stiff card and string/ glue to make a printing block.</p> <p><i>*This will need to dry before using in the next lesson!</i></p>	<p><b>Lesson 4 - Relief printing</b> Using the printing block to make a relief printing.</p> <p>Look at how Mary White created dark relief printing over her back grounds.</p>	<p><b>Lesson 5</b> Evaluating our work</p>	



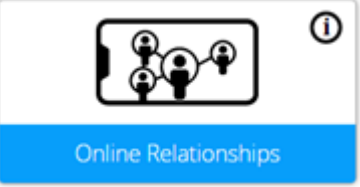
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<p>pieces that are influenced by studies of others.</p>	<p>Go outside with sketchbook and draw leaves and similar natural objects that inspire them. Take photos. Collect leaves to stick in sketch books.</p>	<ul style="list-style-type: none"> <li>-</li> <li>- Cover a surface in paint/ printing ink. Lay on leaves/ cardboard shapes.</li> <li>- Press paper down to print and carefully peel off.</li> <li>-</li> </ul>  <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>- <b>Experiment!</b> Reorganise the leaves, apply more paint etc and reprint! Print with the leaf they have used.</li> <li>- Look at and compare the different effects.</li> <li>-</li> </ul>	  <p><a href="http://childrensartschool.org/?p=1583">http://childrensartschool.org/?p=1583</a></p>	 <p>Practice printing.</p>  <p>Apply relief print over the previously printed mono print to create a Mary White inspired print.</p> <p>Could swap and use a friends block too?</p>		
<b>DT</b>						
<p><b>Spanish Unit 3</b></p>	<p>Lesson 1 - vowels and consonants</p> <ul style="list-style-type: none"> <li>● To know the 5 vowels sounds in Spanish</li> <li>● To understand that many of the consonant sounds are different in Spanish.</li> <li>● To correctly pronounce vowel and consonant sounds correctly.</li> </ul>	<p>Lesson 2 - pronunciation</p> <ul style="list-style-type: none"> <li>● To recognise the difference in pronunciation between letters in Spanish and English</li> <li>● To begin to pronounce the double r sound.</li> </ul>	<p>Lesson 3 - Happy birthday</p> <ul style="list-style-type: none"> <li>● To rapidly recall how to say the date in Spanish.</li> <li>● To recall numbers up to 31.</li> <li>● To be able to ask and answer questions about birthdays.</li> <li>● To pronounce 'ñ' correctly.</li> </ul>	<p>Lesson 4 - Colours</p> <ul style="list-style-type: none"> <li>● To be able to understand key colours.</li> <li>● To begin to understand the correct conjugation of adjectives based on the gender of the noun.</li> <li>● To pronounce the 'j' correctly.</li> </ul>	<p>Lesson 5 - What is your favourite colour?</p> <ul style="list-style-type: none"> <li>● To be able to understand key colours.</li> <li>● To begin to understand the correct conjugation of adjectives based on the gender of the noun.</li> <li>● To pronounce the 'j' correctly.</li> </ul>	<p>Consolidation and revision, plus assessment</p>

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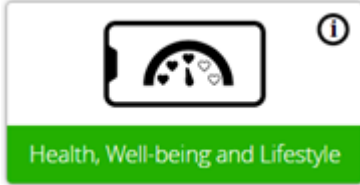
<p><b>P.E</b> Athletics – sports day practice</p> <p>Cricket - Development of batting, bowling and fielding skills.</p>	<p>TSprinting - Running for speed.</p> <p>The focus of the learning is to consolidate our learning from KS1.</p> <p>The focus of the learning is to explore how we can use our bodies to make us run as fast as possible.</p> <p>Pupils will learn the correct technique used for sprinting.</p>	<p>Sprinting - Explore acceleration</p> <p>The focus of learning is to develop an understanding of how and why we need to accelerate at the start of a race</p>	<p>Introduce relay - Running for speed in a team.</p> <p>The focus of the learning is to apply pupils' understanding and application of running for speed, when running as part of a team.</p>	<p>Develop relay.</p> <p>The focus of the learning is to continue to apply pupils' understanding of running for speed when running as part of a team.</p> <p>Pupils will be introduced to a curved track and will start to understand simple changeover tactics.</p>	<p>Throwing - Accuracy v Distance</p> <p>The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</p>	<p>Jumping for distance - Standing Long Jump</p> <p>The focus of the learning is to explore how we can use our bodies to jump as far as possible.</p>
	<p><b>Cricket coach planning to complete once received</b></p> <p><b>The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</b></p>					
<p><b>Music Planned and taught by JD 3S - Developing singing technique (Theme: the Vikings) 3P – Whole Class Instrumental Lessons Recorder</b></p>	<p>Whole Class Instrumental Lessons Recorder</p> <p>Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance</p>	<p><b>Lesson 1: Here come the vikings!</b> Children sing Viking themed vocal warm-ups and learn the 'Dragon Ships' song through call and response</p> <p><b>Learning Objectives</b> To sing in time with others</p> <p><b>National curriculum</b> listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'</p>	<p><b>Lesson 2 : sing like a viking</b> Children develop their singing technique and add actions to the 'Dragon Ships' song to help them to remember the lyrics and keep in time.</p> <p><b>Learning Objectives</b> To sing in time with others</p> <p><b>National Curriculum</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'</p>	<p><b>Lesson 3: Viking notation</b> Using Viking-themed phrases to learn new rhythms, pupils develop their understanding of staff notation, learning to recognise note names by sight and sound</p> <p><b>Learning Objectives</b> To recognise simple rhythmic notation by ear and by sight</p> <p><b>National curriculum</b> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations'</p>	<p><b>Lesson 4: Viking battle song</b> Experimenting with the order of known rhythms, children create their own Viking song, adding instrumental effects</p> <p><b>Learning Objectives</b> To use simple rhythmic notation to compose a Viking battle song</p> <p><b>National curriculum</b> - use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music' Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p><b>Lesson 5: Perform like a viking</b> The children perform the 'Dragon Ships' song and each group's Viking battle song, then evaluate each others' performance and discuss what they could do better next time</p> <p><b>Learning Objectives</b> To perform music with confidence and discipline</p> <p><b>National curriculum</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

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					traditions and from great composers and musicians - Develop an understanding of the history of music	- Develop an understanding of the history of music
<b>PSHE</b>  <b>Changing Me</b>  <b>Online relationship</b> <b>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline</b>	<b>How babies grow</b> I understand that in animals and humans lots of changes happen between conception and growing up and that it is usually the female who has the baby.	<b>Babies</b> I understand how babies grow and develop in a mothers' uterus. I understand what a baby needs to live and grow.	<b>Outside body changes</b> I understand that boys' and girls' bodies change so that when they grow up their bodies can make babies.	<b>Inside body changes</b> I understand that boys' and girls' bodies change on the inside so that when they grow up their bodies can make babies.	<b>Family stereotypes</b> I can start to recognise stereotypical ideas I might have about parenting and parenting roles.	<b>Looking ahead</b> I can identify what I might be looking forward to as I move to year 4.
<b>Computing Planned and taught by GH</b>  <b>need to add digital world computing icons</b>	Simulations- What are simulations? To find out what a simulation is and understand the purpose of simulations.	Simulations- Exploring a simulation To explore a simulation, making choices and discussing their effects.	Simulations Analysing and Evaluating a Simulation To work through and evaluate a more complex simulation.	Online safety Recap- Safety in numbers- <ul style="list-style-type: none"> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>To understand how the Internet can be used to help us to communicate effectively.</li> <li>To understand how a blog can be used to help us communicate with a wider audience.</li> </ul>  <p><i>Online relationship</i></p> <p><i>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline</i></p>	Online safety - Fact or Fiction? <ul style="list-style-type: none"> <li>To consider if what can be read on websites is always true.</li> <li>To look at a 'spooof' website.</li> <li>To create a 'spooof' webpage.</li> <li>To think about why these sites might exist and how to check that the information is accurate.</li> </ul>  <p><i>Online reputation</i></p> <p><i>I can explain who someone can ask if they are unsure about putting something online.</i></p>	Online safety - Appropriate Content & Ratings- <ul style="list-style-type: none"> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To discuss why PEGI restrictions exist.</li> <li>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul>  <p><i>Online relationship</i></p> <p><i>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</i></p> <p><i>I can explain why someone may change their mind about trusting</i></p>



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				 <p><u>Managing online information</u></p> <p><i>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</i></p> <p><i>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</i></p>  <p><u>Privacy and security</u></p> <p><i>I can describe simple strategies for creating and keeping passwords private.</i></p> <p><i>I can give reasons why someone should only share information with people they choose to and can trust.</i></p> <p><i>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</i></p>	 <p><u>Managing online information.</u></p> <p><i>I can demonstrate how to use key phrases in search engines to gather accurate information online.</i></p> <p><i>I can explain what autocomplete is and how to choose the best suggestion.</i></p> <p><i>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</i></p> <p><i>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</i></p>	<p><i>anyone with something if they feel nervous, uncomfortable or worried.</i></p> <p><i>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</i></p>  <p><u>Health, wellbeing and lifestyle Year 2</u></p> <p><i>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</i></p> <p><i>I can say how those rules / guides can help anyone accessing online technologies.</i></p>
<p><b>RE key Questions: Who can inspire us?</b></p>	<p>What is a leader?</p> <p>What are leaders like?</p> <p>What characteristics and qualities do leaders have?</p>	<p>Who is Jesus and why is he important to people? What makes Jesus a good leader?</p> <p>What makes Jesus a good leader?</p> <p>How do the stories of Jesus show that he was an inspirational leader?</p>	<p>Who is the Prophet Muhammad and why is he important to people? What makes the Prophet Muhammad a good leader?</p> <p>How do the stories of the Prophet Muhammad show that he was an inspirational leader?</p>	<p>Who is Moses and why is he important to people? What makes Moses a good leader?</p> <p>What makes Moses a good leader?</p> <p>How do the stories of Moses show that he was an inspirational leader?</p>	<p>Who is a modern-day leader? What makes people good leaders?</p> <p>What makes people good leaders?</p> <p>How have/can modern-day leaders inspire people?</p>	<p>Who is a leader? What makes a good leader?</p> <p>How have/can modern-day leaders inspire people?</p>

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		<p>Why is Jesus an inspiration to people?</p> <p>How do the teachings of Jesus provide Christians with a model for living?</p>	<p>Why is the Prophet Muhammad an inspiration to people?</p> <p>How do the teachings of the Prophet Muhammad provide Muslims with a model for living?</p>	<p>Why is Moses an inspiration to people?</p> <p>How do the teachings of Moses provide Jews with a model for living?</p>		
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