



# West Cornforth Primary School Curriculum Framework Overview Year 4 2021-2022

	Autumn	Spring	Summer
<b>Theme</b>	<b>MARCHING THROUGH DURHAM</b>	<b>TREMORS</b>	<b>PREDATORS</b>
<b>National and whole school events</b>	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community: caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
<b>Experiential opportunities</b>	<b>Binchester Roman Fort</b> RE VISITORS: Reverend Paul Tyler - <a href="mailto:pgetyler@hotmail.com">pgetyler@hotmail.com</a> Captain Lynne Davis - <a href="mailto:captainlynnegmail.com">captainlynnegmail.com</a> <a href="mailto:lynnedavis@salvationarmy.org.uk">lynnedavis@salvationarmy.org.uk</a>		<b>Durham Cathedral Trip with Year 2 ? Northern Saints/ St Cuthbert RE</b>
<b>Parental involvement</b>	Revise 2,3,4,5,6 8, and 10 time tables Spellings Reading journals <b>Class assembly - Keeping Healthy</b>	Learn 9, 11 and 12 times tables Spellings Reading journals	Revise all times tables Spellings Reading journals <b>Class Assembly- The Anglo Saxons</b>
<b>English</b>	<b>Diary events, recounts, postcards- Farther</b>  <b>Explanation text-Coming Home.</b> <b>The Heart and the Bottle- Anti bullying week.</b>	<b>Explanation text- I can explain how electricity is generated (Science link)</b>  <b>Poetry - performance poems</b>  <b>Plays and dialogues- electricity safety Explanation text -The Romans (History link)</b>	<b>Persuasive writing -travel brochure to the Scilly Isles (Geography link)</b>  <b>Explanation text linked to sound (Science link)</b>  <b>Poetry - exploring form</b>  <b>Recount- Sound investigation (Science link)</b> <b>Information text- The Anglo Saxons (History link) King Arthur and the knights of the round table (History link)</b>






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<p><b>Quality Texts</b></p>	<div data-bbox="376 379 586 571" data-label="Image"> </div> <p><b>Book:</b> Weslandia  <b>Author:</b> Paul Fleishman  <b>Summary:</b>  <b>Themes:</b>  <b>Curriculum:</b> Retelling (Narrative)            Character description            Book Review            Non- chronological report.</p> <div data-bbox="199 815 340 981" data-label="Image"> </div> <p><b>Book:</b> Farther  <b>Author:</b> Grahame Baker Smith  <b>Summary:</b> A young boy, bewitched by his fathers unrelenting passion to fly; a desperate craving that absorbs his every waking minute, finds himself entranced by the dream. When his father goes to war and does not return it seems the spell is broken.  <b>Themes:</b> Ancient Greece, Icarus, Greek myths, Da Vinci, flight, World War 1, World War One, The Great War, dreams, aspirations, invention  <b>Curriculum:</b> Retelling            Recount- Postcards            Diary entries            Explanation Text</p>	<div data-bbox="999 406 1128 572" data-label="Image"> </div> <p><b>Book:</b> Cinnamon  <b>Author:</b> Neil Gaiman  <b>Summary:</b>. In a hot, hot country, ringed with mountains on one side and jungle on the other, lives a princess called Cinnamon. Her eyes are made of pearls, which means that she is blind. And, for reasons her parents the Rajah and Rani cannot fathom, she will not talk.  <b>Themes:</b> India, Sri Lanka, unusual friendships  <b>Curriculum:</b> Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms.</p> <div data-bbox="831 906 972 1066" data-label="Image"> </div> <p><b>Book:</b> The Mysteries of Harris Burdick.  <b>Author:</b> Chris Van Allsburg  <b>Summary:</b> Who is Harris Burdick? Where did he disappear to? And how was he going to finish his stories?  <b>Themes:</b> Mysteries, wordless  <b>Curriculum:</b> Diary entries, dialogue, setting description (atmospheric description), captions and titles.</p>	<div data-bbox="1637 379 1753 539" data-label="Image"> </div> <p><b>Book:</b> Clockwork  <b>Author:</b> Philip Pullman  <b>Summary:</b> It is a cold winter's night when Karl enters the White Horse Tavern looking like he's swallowed a thundercloud. His final task as a clockmaker apprentice is to make a new figure for the great clock of Glockenheim. He has not made the figure - or got any idea of what it could be, and the unveiling is tomorrow.  <b>Themes:</b> Mystery  <b>Curriculum:</b> Persuasive writing, letter writing, description, recount, narrative.</p> <div data-bbox="1666 970 1787 1129" data-label="Image"> </div> <p><b>Book:</b> Tar Beach  <b>Author:</b> Faith Ringold  <b>Summary:</b> Ringgold recounts the dream adventure of eight-year-old Cassie Louise Lightfoot, who flies above her apartment-building rooftop, the 'tar beach' of the title, looking down on 1939 Harlem.  <b>Themes:</b> Dreams, New York, America, African-American, bridges, flight, quilts, storytelling  <b>Curriculum:</b> Character descriptions, formal letter, book review, dialogue (direct speech), retellings.</p>
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	<p><b>Book:</b> The Heart and the Bottle.</p>  <p><b>Author:</b> Oliver Jeffers  <b>Summary:</b> Once there was a girl whose life was filled with wonder at the world around her... Then one day something happened that made the girl take her heart and put it in a safe place.  <b>Themes:</b> Anti bullying week Grief, loss, feelings, emotions, mental health  <b>Curriculum:</b> Character descriptions, narrative retelling.</p>  <p><b>Book:</b> Coming Home  <b>Author:</b> Michael Morpurgo  <b>Summary:</b> Through dark forests, fighting against the rain, wind and snow, over mountains and wild oceans: Michael Morpurgo narrates an exciting, unforgettable journey.  <b>Themes:</b> Resilience  <b>Curriculum:</b> Retelling, non-chronological report, explanation text.</p>	 <p><b>Book:</b> Varmits  <b>Author:</b> Helen Ward  <b>Summary:</b> With dramatically lit artwork and a spare, intriguing text, Varmits tells of a pastoral world in need of protection and of the souls who love it enough to ensure its regeneration.  <b>Themes:</b> Environment, habitats, conservation, activism, film, life-cycles  <b>Curriculum:</b> Descriptive comparisons, retellings, setting descriptions, poetry, explanation text.</p>	
<p><b>Maths</b></p>	<p><b>See White Rose Autumn Term Overview</b>  Place Value  Addition and Subtraction  Length and Perimeter  Multiplication and Division</p> <p>Measurement of volume of liquids (Science link) Present</p>	<p><b>See White Rose Spring Term Overview</b>  Multiplication and Division  Measurement- Area  Fractions  Number- Decimals  Consolidation</p>	<p><b>See White Rose Summer Term Overview</b>  Number -Decimals  Measurement- Money  Measurement- Time  Statistics  Geometry- Properties of Shape  Geometry-Position and Direction</p>



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	<p>results as a bar line graph            Measurement of melting temperatures (Science link)            Measurement of change in weight (Line graph) Science link.</p>	<p>Create a tally chart of types of switches. (Science link)            Measurement of volume - evaporation (Science link)            Measurement of mass- separating mixtures (Science link)            Miles /km planning a journey (Geography link)</p>	<p>Consolidation</p> <p>Use key diagrams to identify different species (Science link)            Populations (Geography link)</p>			
<p><b>Science</b></p>	<p><b><u>Animals inc. Humans</u></b></p> <ul style="list-style-type: none"> <li>- Describe the simple parts and functions of the digestive system in humans.</li> <li>- Identify the different types of teeth in humans and their simple functions (moved from Year 3, <b>Covid-19 Response</b>).</li> <li>- Identify that animals, including humans, need the right nutrition and get this from what they eat (moved from Year 3, <b>Covid-19 Response</b>).</li> <li>- Construct and interpret a variety of food chains and webs, identifying producers, predators and prey.</li> </ul> <p>■ <b>Autumn 1.</b></p>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>- Compare and group materials according to whether they are solids, liquids or gasses.</li> <li>- Observe that some materials change state when they are heated/cooled.</li> <li>- Identify the part played by evaporation and condensation in the water cycle.</li> </ul> <p>■ <b>Autumn 2.</b></p>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Identify common appliances.</li> <li>- Construct a simple series electrical circuit, identifying its basic parts.</li> <li>- Identify whether a lamp will light in a simple series circuit, based on whether it is part of a complete loop.</li> <li>- Recognise that a switch opens and closes a circuit.</li> <li>- Recognise common conductors and insulators.</li> </ul> <p>■ <b>Spring 1.</b></p>	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating.</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>- Find patterns between pitch and volume and the features of the object which produced it.</li> <li>- Recognise that sounds get fainter as distance increases.</li> </ul> <p>■ <b>Spring 2.</b></p>	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways.</li> <li>- Explore and use classification keys to group, identify and name living things in the local and wider environment.</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>■ <b>Summer 1 and 2.</b></p>	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways.</li> <li>- Explore and use classification keys to group, identify and name living things in the local and wider environment.</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>■ <b>Summer 1 and 2.</b></p>
	<p><b>Skills</b></p> <p><b>Discussing and Questioning:</b>            Use questions to instigate investigation.            Begin to suggest different ways to find answers.  <b>Fair Testing:</b> Understand the need for fair testing, but</p>	<p><b>Skills</b></p> <p><b>Planning:</b> Start to recognise some possible problems that may arise during the investigation.            Plan the main steps systematically, identifying equipment and any possible risks.</p>	<p><b>Skills</b></p> <p><b>Choosing an Approach:</b> Put forward own ideas.            Find information from simple texts.  <b>Fair Testing:</b> Refer to fair testing in their planning.            Identify factors that need to be kept the same.</p>			



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	<p>require help to put it into practice.</p> <p><b>Recording Charts and Graphs:</b> Ensure sufficient results are recorded to give a pattern. Decide upon appropriate headings for charts and graphs.</p> <p><b>Interpreting Results:</b> Rank results in order, and in different directions, mostly correctly. Identify the extremes of ranked results e.g. the fastest/slowest.</p> <p><b>Scientists:</b> looking at the part science has played in the development of many useful things.</p> <p><b>Health and Safety:</b> recognise that there are hazards in living things, materials and physical processes.</p>	<p><b>Choosing an Approach:</b> Respond to suggestions about how to find out the answer to a question.</p> <p><b>Recording Charts and Graphs:</b> Be aware of a number of different ways results can be represented. Record results using stick and line graphs, with whole-number scales.</p> <p><b>Evaluating Results:</b> In the light of results, offer further predictions.</p> <p><b>Scientists:</b> looking at the part science has played in the development of many useful things.</p>	<p><b>Observing and Measuring</b> Suggest what type of observations/measurements to make. Use a range of quantitative measures e.g. mass, time, length.</p>
History	<p><b>Why did the Romans march through County Durham?</b> <b>Historical knowledge:</b> place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.</p> <p><b>Explain/ Analyse second order concepts:</b> Looking at causes and consequences of events (invasion).</p> <p><b>Primary source use:</b> use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.</p> <p><b>Interpretations/representations of the past:</b> identifying the key points made by an interpretation, linking primary sources and interpretations.</p>	<p><b>What was daily life like in Roman Britain?</b> <b>Historical knowledge</b> - Knowledge of People in the periods, their daily lives and habits. Chronology - when was the Roman period and when were the Romans in Britain? Key features - of daily Roman life. Historical terms - interpretation, source, villa, reconstruction</p> <p><b>Explain/ analyse second order concepts</b> - Developing skills of locating and explaining similarity and difference</p> <p><b>Primary source use</b> - Developing use of primary sources - observation, inference and clustering</p> <p><b>Interpretations/ representations of the past</b> - Developing understanding and analysis of historical interpretations - nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.</p>	<p><b>What happened when the Romans left Britain?</b> <b>Developing Historical Knowledge:</b> The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life - power, beliefs, farming, conflict with later invaders</p> <p><b>Explaining/ Analyse second order concepts:</b> effects and consequences</p> <p><b>Use of primary sources:</b> using knowledge to make inference from primary sources</p> <p><b>Interpretations/ representations of the past:</b> Awareness that information texts are always one version of events.</p>



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<p><b>Geography</b></p>	<p><b>What can we discover about Europe?</b>  <b>Geographical knowledge (location, places, features and processes)</b>            Location of key countries, capitals and physical features in Europe.            Location of climate zones and an introduction to biomes.            Place knowledge, key human and physical characteristics.  <b>Understanding of similarities and differences, interactions</b>            Developing knowledge of differences across Europe - relief, climate, different biomes.  <b>Use of geographical information</b>            Developing use of atlas maps, thematic maps and GIS, geographical information from research.  <b>Field work and geographical skills</b>            Sketch/photographic annotation.  <b>Geographical communication:</b> Describing places geographically</p>		<p><b>Why does Italy shake and roar?</b>  <b>Knowledge of locations, places and their features:</b> The location of Italy - identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places.            Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples).  <b>Physical and Human Geography:</b> describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use.  <b>Working like a geographer,</b> use of geographical information from different types of maps, atlases and other information sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW.            Working like a geographer, use of fieldwork and observational skills: Not directly developed or assessed in this unit.</p>	<p><b>Geography: KS2 Seaham Fieldwork Coastal Investigation</b>  <b>What happens when the Land meets the Sea?</b>  <b>Knowledge of locations, places, their features human and physical, processes and key terminology:</b>            Physical processes that shape the coast. Coastal protection and management effectiveness.  <b>Understanding of geographical similarities and differences, interactions of people, processes and places:</b> coastal processes and the impact on people and landscapes  <b>Working like a geographer:</b> using geographical information from OS maps, information texts, photographs and fieldwork  <b>Working like a geographer, fieldwork:</b> planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.</p> <p>Links to science- habitats and food chains.</p>		
<p><b>D.T.</b></p>	<p>To be expanded on/alterd by the Art Coordinator.  <b>Skill:</b> 2D Shape to 3D Product (Continued) Previous Learning: Running stitch, backstitch and overstitch. Series of lessons on Roman purse design and craft (drawstring purse and coin pouch). Use a single fabric shape to make a 3D textiles product. Use joining techniques (previous stitches, blanket stitch). Use cutting techniques (previous, placing patterns to avoid wastage), fastening</p>		<p><b>Skill:</b> Simple Circuitry and Switches            Previous Learning: Understanding of shell structures.            Design and create a picture which lights up or has a moving component. Use understanding of shell structures and 3D shape from Year 3 and science knowledge of insulator and conductor materials from science in Year 4 to house the circuitry used.  <b>Science Link: Electricity</b></p>	<p><b>Skill:</b> Levers and Linkages Previous Learning: Sliders and levers.            Design a moving picture using a linkage mechanism. Possible Ideas: Expand on the moving model of a food chain in Year 2 by creating a series of animals to act in a stop motion animation about a food web. Alternatively, design a grabbing tool which could be used to pick up pollution. Optional curriculum link with science and computing.</p>		
<p><b>Art and Design</b></p>	<p><b>DRAWING</b>            Proportion            Understand how shape, colour and tone can be used to describe form;</p>	<p>Famous Landmarks  <b>PAINTING</b>            Use different materials for different effects; Identify</p>	<p>3D            Sculpture- Europe/ Great British Journey            What might we see on our journey?</p>	<p><b>PRINTING</b>            Approach in stages- Develop from studies</p>	<p><b>TEXTILES</b>            Combine different processes.</p>	<p><b>COLLAGE</b>            Use to explore wider themes. Use a range of techidreniques to develop a final image.</p>





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	Observational drawing. Landscapes - select examples of artwork by 19th century artists that appeal to them. E.g. Van Gogh church painting. Related to Victorian times - making copies of artists' work.	complimentary colours. Victorian - still-life paintings. Children's toys now/Victorian toys. Bring in something from home to paint - e.g. a teddy bear.				
PE	Swimming  Games On the Attack QCA	Gymnastics Partner Work QCA Swimming Games End Zone Durham	Dance Indian Delight QCA	Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham Games Arc Rounders Durham  Gymnastics Games Mini Tennis 2 Durham	Athletics Faster, Higher, Further Durham	Dance  OAA Communication Challenge and Safely Across Durham
Music	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares  Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features...) (History link)  Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion - water cycle sequences Charanga unit Mamma mia Five Gold rings		Word rhythms (counting syllables) repeat, create textures. (say - play in ensemble)  Charanga unit Benjamin Britten Cuckoo Tuned instruments: Anglo Saxon monks - plainsong: modes e.g. dorian - create chords/ melodic ideas- (History link)		Traditional songs: folk music - Lambton Worm, Bamburgh... Dun Cow...(Geography/history link)  Charanga unit Lean on Me	



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<p>R.E.</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p> <p>Why is Lent such an important period for Christians?</p>	<p>How and why do people show care for others? Why do people visit Durham Cathedral today?</p>
<p>MFL</p>	<p>Unit 5 Light Bulb Languages All aboard •Travel •Weather Unit 6 Light Bulb Languages All aboard</p> <p>L'argent de poche Pocket money</p>	<p>Unit 7 Light Bulb Languages All aboard Vive le sport *Healthy foods and drinks Unit 8 Light Bulb Languages All aboard</p> <p>Les Quatre amis</p>	<p>Unit 9 Le Carnaval des animaux Light Bulb Languages All aboard</p>
<p>PHSCE/S MSC</p>	<p><b>Within class</b> <b>A new adventure and team.</b> Classroom charters, rights and responsibilities/ aspirations and targets. <b>Learning styles and barriers</b></p> <p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.</p> <p><b>Involvement</b> - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival <b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p><b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. <b>Involvement</b> - inter and intra school sports events, after school clubs, school council <b>Assemblies-</b> see whole school assemblies programme 2018-2019 <b>Living Long, Living Strong</b> A balanced diet Exercise &amp; fitness <b>Drugs Education</b> Smoking Alcohol</p>	<p><b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. <b>Involvement</b> - inter and intra school sports events, after school clubs, school council Growing and Changing <b>Money, Money, Money!</b> Can we afford it? Keeping track of money What are charities?</p> <p><b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>
<p>Computing</p>	<p><b>Computer Science:</b> I can design, write and debug programs and solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can create more complex programs e.g. an animation with sounds, speech and movement in Scratch, or Microbit</p>	<p><b>Computer Science</b> - Know how to break sets of instructions into short steps to achieve goal. For instance drawing repeated squares to make a pattern,</p> <p><b>Scratch</b> - Shapes Continuing basic work started in Y3 but to include work on procedures and nested loops. <a href="http://code-it.co.uk/goldshape/">http://code-it.co.uk/goldshape/</a></p>	<p><b>Computer Science</b> - Hour of Code <a href="https://studio.code.org/flappy/1">https://studio.code.org/flappy/1</a></p> <p>Be able to explain how their program works This could be done by annotating screen shots of any of the activities</p> <p>Be able to modify their program and be able to predict the effects</p>





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<p><a href="https://makecode.microbit.org/lessons">https://makecode.microbit.org/lessons</a> - beginner/intermediate</p> <p>I can debug programs. Can debug more complex sequential programs, such as ordering and debugging an animation in Scratch. <a href="http://code-it.co.uk/year3plan/logoplan/">http://code-it.co.uk/year3plan/logoplan/</a></p> <p>I can use sequence, selection, and repetition in programs. Can sequence activities such as a PowerPoint slide with animations. <b>Exploring Right Angles - Scratch (resources in shared area) - maths link.</b> <a href="http://code-it.co.uk/rightangles">http://code-it.co.uk/rightangles</a></p> <p><b>Scratch</b> Smoking Car <a href="http://code-it.co.uk/scratch/smoking_car/smokingcaroverview">http://code-it.co.uk/scratch/smoking_car/smokingcaroverview</a> <i>extension Music Maker</i></p> <p><b>IT:</b> Be able to organise their personal folder effectively for instance by organising work into folders for each year at school.</p> <p>Be able to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.</p> <p>For instance open a presentation template or document started by the teacher and add additional content and material. <b>Publisher, Powerpoint, Word, Documents, Pages, Keynote</b> (Apple devices using air drop) <b>Create a PowerPoint about different animals and include animations and transitions on slides.</b></p> <p>Can effectively use a variety of appropriate tools in a software package e.g. use of different fonts, backgrounds, shapes, spellcheck for example in Word or Publisher. <a href="http://code-">http://code-</a></p>	<p><b>Pro Bot</b> - Using loops and nested loops to create geometric patterns.</p> <p><b>IT -</b></p> <p><b>Presentation to an audience of an aspect of Roman life. Create a menu for a Roman banquet</b><a href="http://cookit.e2bn.org/historycookbook/">http://cookit.e2bn.org/historycookbook/</a> Create a cookbook of recipes. Interview with a Roman God/character - IPADs/Morpho - record what they might say.</p> <p>To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.</p> <p>Pupils to sequence key ideas before delivering presentation <b>Keynote, Powerpoint Slides</b></p> <p>Be able to deliver a simple presentation to their peers <i>As above.</i></p>	<p>of any changes. Gold shape has example code that children can modify and change.</p> <p><b>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services.</b></p> <p>To produce a piece of work related to other learning for instance in English or the Humanities.</p> <p><b>Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region.</b></p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function.</p>
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	<p><a href="http://it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding">it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding</a>          Create a tourist brochure about a Roman heritage site.          Information leaflet about your digestive system and how it works.</p>		
<b>Online Safety</b>	<p>Know that pictures and text share on-line can end up with strangers.</p> <p><b>Google - Be an Internet Legends</b>          Series of lessons about many aspects of being safe online.  <a href="https://beinternetlegends.withgoogle.com/en_uk/toolkit">https://beinternetlegends.withgoogle.com/en_uk/toolkit</a>  <b>Cyber-Detectives</b> - Teacher led lesson where children solve a mystery <a href="https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives">https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives</a></p>	<p>Reliably know what to do if they are exposed to unpleasant materials on any device <i>Covered by Internet Legends - above</i></p> <p><b>Rings of Responsibility</b> Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility">https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility</a>  <b>Keeping Games fun and friendly</b>          Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly">https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly</a></p>	<p>Know that having a balance of online and offline activities is important.</p> <p><b>My Media Choices - Common Sense Media</b>  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices">https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</a>          Reliably uses a more complex password to access resources.</p> <p><i>Resources within internet legends.</i></p> <p>Know what the key words are to enter into a Search engine to find information they want.</p> <p>Consider using first few lessons from Google  <a href="https://www.google.com/insidesearch/searcheducation/lessons.html">https://www.google.com/insidesearch/searcheducation/lessons.html</a></p> <p>Can select useful websites from the results of a search.</p>