

Class 3 Curriculum Cycle A

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	Where in the World?	The Great Plague	Why is the Earth so Angry?	Globe Trotters	The Romans	Hide and Seek
<u>E.A.T Opportunities</u>	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Active learning	<u>Focus</u> Active learning
<u>St Mary’s Pupil Passport Experiences.</u>	<ul style="list-style-type: none"><li>Visit a place in the local community.</li><li>Bury a time capsule.</li></ul>	<ul style="list-style-type: none"><li>Watch a theatre show.</li><li>Have an outdoor day.</li><li>Do a good deed (Shoebox appeal)</li></ul>	<ul style="list-style-type: none"><li>Sing a song in a different language.</li><li>Build a fire and toast marshmallows</li></ul>	<ul style="list-style-type: none"><li>Teach someone something new.</li><li>Learn about a different religion.</li></ul>	<ul style="list-style-type: none"><li>Visit a historic place.</li></ul>	<ul style="list-style-type: none"><li>Meet an animal.</li><li>Plan a picnic.</li></ul>
<u>Visit or Visitor</u>	Local person who has lived in Lea Town for a while	History Visitor & Artefact Box	History Visitor	Visitor who has been to a country studied.	History visitor Ribchester	The Lake District
<u>Lead Subjects</u>	History/Geography	History	History/Geography	Geography	History/Geography	Geography
<u>History</u>	Local History Study: Lea Town/Preston	The Great Plague of 1665	Ancient Britain: Stonehenge		The Roman Empire and the impact on Britain	
<u>Geography</u>	Fieldwork Skills		Volcanoes and Earthquakes	A contrasting region in Europe		A region in the UK- Lake District
<u>PSHCE</u>	Families and Relationships	Health and Well-Being	Safety and the Changing Body	Citizenship	Economic Well-Being	Transition
<u>Science</u>	Forces	Light	Rocks and Fossils	Sound	Life Cycles	Habitats
<u>Art and Design</u>		Printing	Observational drawing of Fossils Painting		Craft and Sculpture	
<u>Physical Education</u>	Dan (AFC Fylde)- FUNdamentals FUNdamentals Multi-skills	Dan (AFC Fylde)- Invasion Games Gymnastics	Dan (AFC Fylde)- Dance Outdoor Adventures	Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports	Dan (AFC Fylde)- Striking and Fielding Swimming	Dan (AFC Fylde)- Athletic Activities Swimming
<u>Design Technology</u>	Bridges			Mechanisms	Digital World	A Healthy portable snack (Energy bar)
<u>Modern Foreign Language</u>	The Basics 1	The Basics 2	The Basics 3	Animals	Food	At School
<u>Music</u>	Mamma Mia	Glockenspiel Stage 1	Easter Praise	Easter Praise Lean On Me	Blackbird Three Little Birds	Reflect, Rewind, Review
<u>Computing</u>	<u>Unit 3.1 and 4.1 Coding</u> <u>Unit 3.2 Online Safety</u>	<u>Unit 3.2 Online Safety</u> <u>Unit 3.3 Spreadsheets</u>	<u>Unit 3.4 Touch Typing</u> <u>Unit 3.5 Emails</u>	<u>Unit 3.5 Emails</u> <u>Unit 3.6 Branching Databases</u>	<u>Unit 3.7 Simulations</u>	<u>Unit 3.8 Graphing</u>

Class 3 Curriculum Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Where in the World?	The Great Plague	Why is the Earth so Angry?	Globe Trotters	The Romans	Hide and Seek
E.A.T Opportunities	Focus Explore learning	Focus Think learning	Focus Explore learning	Focus Think learning	Focus Active learning	Focus Active learning
St Mary’s Pupil Passport experiences.	<ul style="list-style-type: none"><li>Visit a place in the local community.</li><li>Bury a time capsule.</li></ul>	<ul style="list-style-type: none"><li>Watch a theatre show.</li><li>Have an outdoor day.</li><li>Do a good deed (Shoebox appeal)</li></ul>	<ul style="list-style-type: none"><li>Sing a song in a different language.</li><li>Build a fire and toast marshmallows</li></ul>	<ul style="list-style-type: none"><li>Teach someone something new.</li><li>Learn about a different religion.</li></ul>	<ul style="list-style-type: none"><li>Visit a historic place.</li></ul>	<ul style="list-style-type: none"><li>Meet an animal.</li><li>Plan a picnic.</li></ul>
Visit or Visitor	Local person who has lived in Lea Town for a while	History Visitor & Artefact Box	History Visitor	Visitor who has been to a country studied.	History visitor Ribchester	The Lake District
Lead Subjects	History	History	History/Geography	Geography	History	Geography
History	Local History Study: Lea Town/Preston <b>Substantive Concept: Civilisation</b>  Disciplinary concept - Change and continuity. Sources and evidence  How has Preston changed over time for the people that live in the towns?	The Great Plague of 1665 <b>Substantive Concept: Childhood</b>  Disciplinary concept -_consequence  How did The Great Plague spread across England?	Ancient Britain Stonehenge <b>Substantive Concept: Civilisations</b>  Disciplinary concept -similarities and difference  How much do we know about Ancient Britain?		The Romans <b>Substantive Concept: Migration</b>  Disciplinary Concept – Change and Continuity  How much change did the Roman invasion bring?	
Geography	<b>Fieldwork and Mapping Skills</b>  How can we show how Preston has changed over time? <ul style="list-style-type: none"><li>Aerial Photography</li><li>Sketch a Map</li><li>Sketch Mapping</li><li>Route Planning</li><li>Distances</li><li>Landmarks</li><li>Data Collecting and Handling</li></ul>		<b>Volcanoes and Earthquakes</b>  Why does the earth get angry? <ul style="list-style-type: none"><li>Describe and understand volcanoes and earthquakes.</li><li>Describe and understand key aspects of physical Geography including volcanoes and earthquakes.</li></ul>	<b>A contrasting region in Europe (France, Germany, Italy)</b>  Is Europe the same or different to the UK? <ul style="list-style-type: none"><li>Locate the world’s countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li><li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li></ul>		<b>A region in the UK- Lake District</b>  How is the Lake District similar or different to Europe? <ul style="list-style-type: none"><li>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom.</li><li>Use the four figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of the United Kingdom.</li></ul>

	<u>Families and Relationships</u>	<u>Health and Well-Being</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Well-Being</u>	<u>Transition</u>
<u>PSHCE</u>	<ul style="list-style-type: none"> <li>Understand the need for rules for PSHE lessons.</li> <li>Understand that problems occur in friendships and that violence is never right.</li> <li>Understand what bullying is and what to do if it happens.</li> <li>Understand the impact of bullying and the role bystanders can take.</li> <li>Understand how toys can reinforce gender stereotypes.</li> <li>Recognise male and female stereotyped characters.</li> <li>Understand that stereotypes arise from a range of factors, including explaining some which are associated with age.</li> <li>Understand that stereotypes about disabilities are usually untrue.</li> <li>Understand some boundaries in friendships, including both physical boundaries and expectations from friendships.</li> <li>Understand who they trust and why.</li> <li>Understand the similarities and differences there can exist between people and how to show respect for those who are different.</li> <li>Understand that families are all different and that the country people live in can influence these differences.</li> <li>Understand what a bereavement is and how I can help someone.</li> </ul>	<ul style="list-style-type: none"> <li>Create a healthy diary, where energetic activities and high energy food are scheduled for the same day.</li> <li>Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy.</li> <li>Describe what is meant by a healthy, balanced diet and naming the different food groups.</li> <li>Explain how to take care of your teeth.</li> <li>Stretch to relax their muscles.</li> <li>Describe how relaxation affects the body.</li> <li>Describe what they are good at and what they enjoy as well as naming groups or communities they are a part of.</li> <li>Identify their own strengths and that they can help other people.</li> <li>Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</li> <li>Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries.</li> <li>Describe what things make them happy and suggest ways they could help work towards this as a goal.</li> <li>Explain that there are some things they can control and some things they cannot.</li> </ul>	<ul style="list-style-type: none"> <li>Write an email with instructions written using positive language.</li> <li>Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</li> <li>Understand how quickly information can spread on the internet and some of the risks associated with that.</li> <li>Understand the difference between private and public, and secrets and surprises.</li> <li>Identify an allergic reaction to a bite or sting and how to seek medical help if required.</li> <li>Understand choices that they can make and those that are made for them.</li> <li>Understand it is most important to ensure the safety of myself and others when faced with an emergency situation.</li> <li>Explain rules for keeping safe near roads.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the benefits of recycling.</li> <li>Know that there are different groups within the local community and how they use community buildings/places.</li> <li>Be able to describe in simple terms the role of a local councillor.</li> <li>Be able to justify why one issue might be more important than another to local people.</li> <li>Understand the need for rules and the reason for having consequences of breaking rules.</li> <li>Understand how charities support the local community and how people can help.</li> <li>Understand what human rights are and why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a range of things might influence our spending decisions.</li> <li>Understand how to create a simple budget.</li> <li>Understand how situations involving money can affect our feelings.</li> <li>Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs.</li> </ul> <p>Year 4 only</p> <ul style="list-style-type: none"> <li>Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.</li> <li>Understand how to keep track of money and why this is important.</li> <li>Understand ways in which we can lose money and the range of feelings associated with losing money.</li> <li>Understand that there are a range of influences on job choices and that these can be positive or negative.</li> </ul> <p>Year 3 and 4</p> <ul style="list-style-type: none"> <li>Understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding past achievements and how goals can help us to achieve in the future.</li> <li>Understanding that change is part of life and that there are strategies that they can use to help them cope with change.</li> </ul>

<p><b><u>Science</u></b></p>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice how some forces need contact between two objects.</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>	<p><b><u>Rocks and Fossils</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	<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 the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b><u>Life Cycles</u></b></p> <ul style="list-style-type: none"> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b><u>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 help group, identify and name a variety of living things in their 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><u>Art and Design</u></b></p>		<p><b><u>Printing: Power Prints</u></b></p> <ul style="list-style-type: none"> <li>• Create several pencil tones when shading and create a simple 3D effect.</li> <li>• Explore the effect of holding a pencil in different ways and applying different pressures.</li> <li>• Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>• Demonstrate an awareness of the relative size of the objects they draw.</li> <li>• Use scissors with care and purpose to cut out images.</li> <li>• Try out multiple arrangements of cut images to decide on their composition.</li> <li>• Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>• Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>• Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> <li>• Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul>	<p><b><u>Observational Drawing of Fossils</u></b> <b><u>Prehistoric Painting</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the processes involved in creating prehistoric art.</li> <li>• Explain approximately how many years ago prehistoric art was produced.</li> <li>• Use simple shapes to build initial sketches.</li> <li>• Create a large scale copy of a small sketch.</li> <li>• Use charcoal to recreate the style of cave artists.</li> <li>• Demonstrate good understanding of colour mixing with natural pigments.</li> <li>• Discuss the differences between prehistoric and modern paint.</li> <li>• Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>• Successfully make positive and negative handprints in a range of colours.</li> <li>• Apply their knowledge of colour mixing to make natural colours.</li> </ul>		<p><b><u>Year 3- Craft and Design</u></b> <b><u>Roman Mosaics</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and discuss the importance of Roman art.</li> <li>• Consider the suitability of a surface for drawing.</li> <li>• Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently.</li> <li>• Begin to experiment with drawing techniques.</li> <li>• Create a selection of sketches that show idea exploration.</li> <li>• Produce a final design with a clear purpose.</li> <li>• Discuss and evaluate the process and outcome of their work.</li> <li>• Produce a complete painted or drawn piece from a design idea.</li> <li>• Use colours and materials appropriately, showing an understanding of effective composition.</li> </ul> <p><b><u>Year 4- Structure and 3D</u></b></p> <ul style="list-style-type: none"> <li>• Try drawing in an unfamiliar way and take risks in their work.</li> <li>• Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>• Draw a simple design with consideration for how its shape could be cut from soap.</li> <li>• Make informed choices about their use of tools.</li> <li>• Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> <li>• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> </ul>	

<p><b><u>Design Technology</u></b></p>	<p><b><u>Structure: Pavilions</u></b></p> <ul style="list-style-type: none"> <li>Produce a range of free-standing frame structures of different shapes and sizes.</li> <li>Design a pavilion that is strong, stable and aesthetically pleasing.</li> <li>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</li> <li>Select appropriate materials and techniques to add cladding to their pavilion.</li> </ul> <p><b><u>Structures: Castle</u></b></p> <ul style="list-style-type: none"> <li>Draw and label a simple castle that includes the most common features.</li> <li>Recognise that a castle is made up of multiple 3D shapes.</li> <li>Design a castle with key features which satisfy a given purpose.</li> <li>Score or cut along lines on the net of a 2D shape.</li> <li>Use glue to securely assemble geometric shapes.</li> <li>Utilise skills to build a complex structure from simple geometric shapes.</li> <li>Evaluate their work by answering simple questions.</li> </ul>			<p><b><u>Mechanical Systems: Slingshot Car</u></b></p> <ul style="list-style-type: none"> <li>Work independently to produce an accurate, functioning car chassis.</li> <li>Design a shape that is suitable for the project.</li> <li>Attempt to reduce air resistance through the design of the shape.</li> <li>Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</li> <li>Construct car bodies effectively.</li> <li>Conduct a trial accurately and draw conclusions and improvements from the results.</li> </ul>	<p><b><u>Digital World: Micro:bit</u></b></p> <ul style="list-style-type: none"> <li>State and/or describe the advantages and disadvantages of existing products (timers).</li> <li>Understand how virtual micro:bit features could be used as part of a design idea.</li> <li>Use research to inform design criteria.</li> <li>Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes.</li> <li>Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own.</li> <li>State key functions in the program editor (e.g. loops).</li> <li>Evaluate the immediate appeal of the virtual micro:bit timer and how it might function.</li> <li>Express which stages of the project they enjoyed or found more challenging.</li> <li>Explain the need for a company to stand out against competition and/or state the importance of logos in business.</li> <li>Recall and describe the name and use of key tools used in Sketchpad (CAD) software.</li> <li>Fulfil the design requirements of the logo.</li> <li>Evaluate the product using feedback from the user.</li> </ul>	<p><b><u>Food and Nutrition: A Healthy Portable Snack (Energy bar)</u></b></p> <ul style="list-style-type: none"> <li>To research and develop a design criterion to inform the design of innovative, functional appealing products that is fit for purpose (Healthy snack)</li> <li>Generate and develop a model to communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams and prototypes.</li> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown and processed.</li> <li>Explain that fruits and vegetables grow in different countries based on their climates.</li> <li>Understand that seasonal fruits and vegetables grow in a given season.</li> <li>Understand that eating seasonal fruit and vegetables positively affects the environment.</li> <li>Design a tart recipe using seasonal ingredients.</li> </ul>
<p><b><u>Physical Education</u></b></p>	<p>Dan (AFC Fylde)- FUNdamentals FUNdamentals Multi-skills</p>	<p>Dan (AFC Fylde)- Invasion Games Gymnastics</p>	<p>Dan (AFC Fylde)- Dance Outdoor Adventures</p>	<p>Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports</p>	<p>Dan (AFC Fylde)- Striking and Fielding Swimming</p>	<p>Dan (AFC Fylde)- Athletic Activities Swimming</p>

<b><u>Music</u></b>	<p><b><u>Mamma Mia</u></b> Theme: ABBA’s music.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b><u>Glockenspiel Stage 1</u></b></p> <p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p><b><u>Easter Praise</u></b></p>	<p><b><u>Easter Praise</u></b> <b><u>Lean On Me</u></b> Theme: Soul/Gospel music and helping each other.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b><u>Blackbird</u></b> Themes: The Beatles, equality and civil rights.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p><b><u>Three Little Birds</u></b> Themes: Reggae, happiness and animals.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children should know the difference between pulse and rhythm. Some children will know how pulse, rhythm and pitch work together to create a song.</p>	<p><b><u>Reflect, Rewind and Replay</u></b></p>
	<p><b><u>Modern Foreign Languages</u></b></p> <p><b><u>The Basics 1</u></b></p> <ul style="list-style-type: none"><li>• Be able to greet each other confidently and introduce themselves and their family.</li><li>• Understand the numbers 1-10 and use them to say how old they are.</li><li>• Understand and respond to some simple questions and instructions.</li><li>• Recognise some words in their written form and pronounce them accurately.</li></ul>	<p><b><u>The Basics 2</u></b></p> <ul style="list-style-type: none"><li>• Recognise the days of the week.</li><li>• Name a variety of colours.</li><li>• Understand numbers up to 20, including out of sequence.</li><li>• Be able to express simple likes and dislikes using the first person.</li><li>• Recognise a negative sentence when they hear it.</li></ul>	<p><b><u>The Basics 3</u></b></p> <ul style="list-style-type: none"><li>• Sing and do the actions to a French song with little help.</li><li>• Understand several parts of the body when they’re spoken.</li><li>• Read the numbers 21-31 aloud and say some of them from memory, pronouncing them accurately.</li><li>• Respond to a simple question by saying what month their birthday is in.</li><li>• Recognise plural nouns when listening to or reading vocabulary.</li></ul>	<p><b><u>Animals</u></b></p> <ul style="list-style-type: none"><li>• Speak clearly and confidently when responding to simple questions.</li><li>• Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don’t understand something.</li><li>• Repeat a simple sentence from memory.</li><li>• Write short, simple sentences in response to written and spoken questions.</li><li>• Read along with a rhyme with the class.</li><li>• Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.</li></ul>	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"><li>• Give a full sentence spoken answer to a written question.</li><li>• Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.</li><li>• Ask and answer questions, including asking for and giving opinions.</li><li>• Say what they would like, using a common verb in the first person.</li><li>• Be able to prepare and recite a few sentences using vocabulary from the unit.</li><li>• Write some vocabulary from memory.</li></ul>	<p><b><u>At School</u></b></p> <ul style="list-style-type: none"><li>• Respond to simple questions using sentence models from the lesson.</li><li>• Confidently use number vocabulary from previous lessons to say what time it is.</li><li>• Ask simple questions learnt in the unit.</li><li>• Pronounce vocabulary accurately including the definite or indefinite article.</li><li>• Write some singular nouns with their article.</li><li>• Recognise and pronounce correctly words with common French sounds.</li><li>• Read along with the text of a French story.</li><li>• Identify specific sounds in a song.</li><li>• Recognise if nouns are singular or plural based on their article.</li></ul>

<b><u>Computing</u></b>	<p><u>Unit 3.1 Coding</u></p> <ul style="list-style-type: none"><li>• To understand what a flowchart is and how flowcharts are used in computer programming.</li><li>• To understand that there are different types of timers and select the right type for purpose.</li><li>• To understand how to use the repeat command.</li><li>• To understand the importance of nesting.</li><li>• To design and create an interactive scene.</li></ul>	<p><u>Unit 3.2 Online Safety</u></p> <ul style="list-style-type: none"><li>• To know what makes a safe password.</li><li>• To learn methods for keeping passwords safe.</li><li>• To understand how the Internet can be used in effective communication.</li><li>• To understand how a blog can be used to communicate with a wider audience.</li><li>• To consider the truth of the content of websites.</li><li>• To learn about the meaning of age restrictions symbols on digital media and devices.</li></ul>	<p><u>Unit 3.4 Touch Typing</u></p> <ul style="list-style-type: none"><li>• To introduce typing terminology.</li><li>• To understand the correct way to sit at the keyboard.</li><li>• To learn how to use the home, top and bottom row keys.</li><li>• To practise typing with the left and right hand.</li></ul>	<p><u>Unit 3.5 Emails</u></p> <ul style="list-style-type: none"><li>• To think about different methods of communication.</li><li>• To open and respond to an email using an address book.</li><li>• To learn how to use email safely.</li><li>• To add an attachment to an email.</li><li>• To explore a simulated email scenario.</li></ul>	<p><u>Unit 3.7 Simulations</u></p> <ul style="list-style-type: none"><li>• To consider what simulations are.</li><li>• To explore a simulation.</li><li>• To analyse and evaluate a simulation.</li></ul>	<p><u>Unit 3.8 Graphing</u></p> <ul style="list-style-type: none"><li>• To enter data into a graph and answer questions.</li><li>• To solve an investigation and present the results in graphic form.</li></ul>
	<p><u>Unit 4.1 Coding</u></p> <ul style="list-style-type: none"><li>• To begin to understand selection in computer programming.</li><li>• To understand how an IF statement works.</li><li>• To understand how to use co-ordinates in computer programming.</li><li>• To understand the 'repeat until' command.</li><li>• To understand how an IF/ELSE statement works.</li><li>• To understand what a variable is in programming.</li><li>• To use a number variable.</li><li>• To create a playable game.</li></ul> <p><u>Unit 3.2 Online Safety</u></p> <ul style="list-style-type: none"><li>• To know what makes a safe password.</li><li>• To learn methods for keeping passwords safe.</li><li>• To understand how the Internet can be used in effective communication.</li><li>• To understand how a blog can be used to communicate with a wider audience.</li><li>• To consider the truth of the content of websites.</li><li>• To learn about the meaning of age restrictions symbols on digital media and devices.</li></ul>	<p><u>Unit 3.3 Spreadsheets</u></p> <ul style="list-style-type: none"><li>• To use the symbols more than, less than and equal to, to compare values.</li><li>• To use 2Calculate to collect data and produce a variety of graphs.</li><li>• To use the advanced mode of 2Calculate to learn about cell references.</li></ul>	<p><u>Unit 3.5 Emails</u></p> <ul style="list-style-type: none"><li>• To think about different methods of communication.</li><li>• To open and respond to an email using an address book.</li><li>• To learn how to use email safely.</li><li>• To add an attachment to an email.</li><li>• To explore a simulated email scenario.</li></ul>	<p><u>Unit 3.6 Branching Databases</u></p> <ul style="list-style-type: none"><li>• To sort objects using just 'yes' or 'no' questions.</li><li>• To complete a branching database using 2Question.</li><li>• To create a branching database of the children's choice.</li></ul>		