

**MTP: Autumn 1**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>RE</b> Humanism</p> <p><b>Enquiry Question:</b> <i>How do inspirational people impact on how Humanists live today?</i></p> <p><b>Vocabulary:</b> actions, impact, inspiration, role-model, atheist, Golden Rule, Humanism, Humanist, Physics, Nobel Prize non-religious, worldview, evolution, naturalist, natural selection, anatomist, anthropologist, archaeology, palaeopathology skeleton, ethical, criteria, commonality, difference, inspirational</p>	<p><b>Pre-assessment:</b> What is the Humanist perspective on life?</p> <p><u>L.O.</u> To discuss the characteristics of a role model</p> <p><u>STS:</u></p> <p>I can give an example of someone who is a role model to me</p> <p>I can explain the reasons why they are my role model</p> <p>I can explain the reasons why others might not be my role model</p> <p><u>Task:</u></p> <p>Chn to explain how people gain the 'role model' status (e.g. giving to charity). Chn to then diamond 9 their ideas – most important to least.</p> <p>→ Role model/inspiration can mean different things to different people.</p>	<p><u>L.O.</u> To discuss how Albert Einstein may act as an inspiration to Humanists and explain why</p> <p><u>STS:</u></p> <p>I can explain who Albert Einstein is</p> <p>I can explain how Albert Einstein's work and views align with that of Humanism</p> <p>I can suggest reasons for why he may be seen as an inspiration to non-Humanists too</p> <p><u>Task:</u></p> <p>Chn to complete a fact file on Albert Einstein. <i>What makes them an inspiration for Humanists? Does this match anything you thought of?</i> Etc.</p>	<p><u>L.O.</u> To explain why Charles Darwin might inspire humanists</p> <p><u>STS:</u></p> <p>I can explain who Charles Darwin is</p> <p>I can explain how Charles Darwin's work and views align with that of Humanism</p> <p>I can suggest reasons for why he may be seen as an inspiration to non-Humanists too</p> <p><u>Task:</u></p> <p>Chn to complete a fact file on Charles Darwin. <i>What makes them an inspiration for Humanists? Does this match anything you thought of?</i> Etc.</p>	<p><b>Mid-point assessment:</b> What is similar and/or different about Einstein and Darwin? Why might them be role model for Humanists? How do they align with their views of the world?</p> <p><u>L.O.</u> To explain why and how Alice Roberts might inspire Humanists</p> <p><u>STS:</u></p> <p>I can explain who Alice Roberts is</p> <p>I can explain how Alice Robert's work and views align with that of Humanism</p> <p>I can suggest reasons for why she may be seen as an inspiration to non-Humanists too</p> <p><u>Task:</u></p> <p>Chn to complete a fact file on Alice Roberts. <i>What makes them an inspiration for Humanists? Does this match anything you thought of?</i> Etc.</p>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To explore what a Humanist might find as an inspiration and explain why</p> <p><u>STS:</u></p> <p>I can give examples of individuals who may act as role models to Humanists</p> <p>I can explain why that person may be a role model for Humanists</p> <p><u>Task:</u></p> <p>Chn to read through the information on the role models. Chn to choose one quote and talk about why Humanists might find that particular quote and person inspirational.</p>	<p><u>L.O.</u> To explore whether the people studied could be a role model to myself and others</p> <p><u>STS:</u></p> <p>I can identify qualities I think are inspirational</p> <p>I can evaluate the qualities of the people studied</p> <p>I can give reasons for why I might/might not find someone inspirational</p> <p><u>Task:</u></p> <p>Chn to look back at the 3 qualities they noted down during the first lesson. Do the qualities match the people explored? Give each person a score and discuss with group.</p>

	Chn to choose the top 3 reasons and explain why they think it is important to them.					
<p><b>Science</b> Light</p> <p><b>Enquiry Question:</b></p> <p><b>Vocabulary:</b> light source, reflect, ray, mirror, bounce, visible, beam, glare, travel, straight, opaque, shadow, block, spectrum, transparent, translucent, reflect, absorb, emitted, scattered, refraction, waves, photon, vacuum</p>	<p><b>Pre-assessment:</b> Chn to brainstorm their knowledge of light from Y3.</p> <p><u>L.O.</u> To explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.</p> <p><u>STS:</u> I can demonstrate that light travels in a straight line.</p> <p>I can create a model to show how light travels from a light source to our eyes, or to an object and then our eyes.</p> <p>I can explain how we see things.</p> <p><u>Task:</u> Chn to use the centre of CDs to prove that light travels in straight lines. Take photos, stick into book and chn write a few sentences explaining what they discovered.</p>	<p><u>L.O.</u> To understand how mirrors reflect light, and how they can help us see objects.</p> <p><u>STS:</u> I can explain how light is reflected.</p> <p>I can measure the angles of incidence and reflection.</p> <p>I can use my understanding of reflection to create a working periscope.</p> <p><u>Task:</u> Children to create a periscope and explore how it works.</p>	<p><u>L.O.</u> To investigate how refraction changes the direction in which light travels.</p> <p><u>STS:</u> I can understand how light is refracted</p> <p>I can investigate the effects of refraction</p> <p>I can understand the way refraction alters the direction of light</p> <p><u>Task:</u> Complete Amazing Arrow and Incredible Images investigations to explore how water changes the images and demonstrates refraction.</p>	<p><b>Mid-point assessment:</b> recap how we see using a labelled diagram and demonstrate an understanding of reflection and refraction.</p> <p><u>L.O.</u> To investigate how a prism changes a ray of light.</p> <p><u>STS:</u> I can understand how a prism affects a ray of light.</p> <p>I can explain what this tells us about the visible spectrum.</p> <p><u>Task:</u> Children to watch a video of light travelling through a prism. Children to create a colour wheel and spin it to show how it changes to white.</p>	<p><u>L.O.</u> To investigate how light enables us to see colours.</p> <p><u>STS:</u> I can understand how a prism affects a ray of light.</p> <p>I can explain what this tells us about the visible spectrum.</p> <p>I can describe what Isaac Newton discovered about light.</p> <p><u>Task:</u> Children to use filters to complete the Fun with Filters and Secret Messages investigations.</p>	<p><u>L.O.</u> I can explain why shadows have the same shape as the object that casts them.</p> <p><u>STS:</u> I can explain how a shadow is formed</p> <p>I can explain why shadows are the same shape as the object that casts them</p> <p><b>End of unit assessment:</b> demonstrate knowledge of light and how we see. Double page spread.</p>

<p><b>History</b></p> <p><b>Enquiry Question:</b></p> <p><b>Vocabulary:</b> Nazi, invade, Axis Powers, allies, evacuation, rationing, atomic bomb, prejudice, propaganda, Holocaust, The Blitz</p>	<p><b>Pre-assessment:</b> <u>L.O.</u> To order the events of WW2 on a timeline and explain why the war began</p> <p><u>STS:</u> I can order events from early World War II on a timeline</p> <p>I can label a map to show who the Allies and Axis Powers were in World War II.</p> <p><u>Task:</u> Chn cut out and order the fact cards to make a timeline of early events in WW2.</p> <p>Chn to then complete/colour an Allies and Axis Power world map.</p>		<p><u>L.O.</u> To understand when, where and why children were evacuated in WW2</p> <p><u>STS:</u> I can describe what evacuees needed to take with them on their journey</p> <p>I can explain when, where and why children were evacuated</p> <p>I can describe how it might have felt to be evacuated</p> <p><u>Task:</u> Stick 'thinking hat' posters around the room. Chn walk around and answer the thinking hat questions from the perspective of a young child in war.</p>		<p><u>L.O.</u> To understand how rationing impacted people's diets during WW2</p> <p><u>STS:</u> I can say what foods were rationed during World War II.</p> <p>I can explain why rationing food was necessary.</p> <p>I can compare a wartime menu with a modern day menu.</p> <p>I can explain how everyday lives were affected by food rationing.</p> <p><u>Task:</u> Using the information they have learnt, chn produce a weekly meal plan. Chn then compare their meals with partners and assess it against the validity statements on the menu comparison activity sheet.</p>	
<p><b>Geography</b></p> <p><b>Enquiry Question:</b></p> <p><b>Vocabulary:</b> Landmark, countries, regions, the main cities, Great Britain, Greater London, London Array, North Sea, coastline, development, economy, energy</p>		<p><b>Pre-assessment:</b> UK (Year 1), Local Area (Y1), Continents and oceans (Year 2). Chn to be tested on human and physical geography, main nations of the UK (year 1)</p> <p><u>L.O.</u> Compare and contrast the different countries of the UK</p> <p><u>STS:</u> I can locate and name the four countries of the UK</p>		<p><u>L.O.</u> To identify where I live in the UK and locate the UK's major cities</p> <p><u>STS:</u> I can locate my location on a map</p> <p>I can identify London, Edinburgh, Belfast and Cardiff on the map</p> <p><u>Task:</u></p>		<p><u>L.O.</u> To identify physical characteristics of the UK</p> <p><u>STS:</u> I can explain what the term 'physical characteristics' means</p> <p>I can give examples of physical characteristics</p> <p><u>Task:</u> Chn to draw four pictures of <b>physical features</b> in the UK and describe them.</p>

<p>source, wind energy, solar farm, nuclear power, industry, sustainable, onshore, offshore, National Park, renewable</p>		<p>I can describe one similarity between the four countries</p> <p>I can describe one difference between the four countries</p> <p><u>Task:</u></p> <p>Using an atlas, chn identify and label the location of countries, capitals and seas.</p>		<p>Using an atlas, chn to label 10 well-known cities and capital cities on the map.</p>		
<p><b>DT</b></p> <p>Electrical systems (light-up Christmas card)</p> <p><b>Vocabulary:</b></p> <p>series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart</p> <p>function, innovative, design specification, design brief, user, purpose</p> <p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor(LDR), tilt switch light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodil e clip, control,</p>	<p><b>Pre-assessment:</b> revisit the stages of the design process</p> <p><u>L.O.</u> To explore different types of switches and their uses</p> <p><u>STS:</u></p> <p>I can explain the differences between switches</p> <p>I can begin to consider the advantages and disadvantages of different switches</p> <p><u>Task:</u></p> <p>Mind map known switches and their uses.</p> <p>Match names to pictures of different switches</p>		<p><u>L.O.</u> To develop our understanding of famous inventors that used electricity or light in their designs</p> <p><u>STS:</u></p> <p>I can name different inventors that used light or electricity in their work</p> <p>I can explain, in detail, how an inventor used electricity or light in their design</p> <p><u>Task:</u></p> <p>Discuss a range of inventors.</p> <p>Chn to research one famous inventor.</p>		<p><u>L.O.</u> To use electrical symbols to design circuits</p> <p><u>STS:</u></p> <p>I can explain the difference between a series circuit and a parallel circuit</p> <p>I can identify and draw different electrical symbols</p> <p><u>Task:</u></p> <p>Children to design a series circuit and a parallel circuit.</p> <p>Children to decide if a circuit would work and explain why.</p>	

<p>program, system, input device, output device, series circuit, parallel circuit function, innovative, design specification, design brief, user, purpose</p>						
<p><b>Art</b> Painting</p> <p><b>Vocabulary:</b> Distortion, Anamorphosis Human form -pose. Gesture, contorted, transform, vary. Representation – depict, portray, Colour – opposite, complementary, clashing</p>		<p><b>Pre-assessment:</b> what is abstract art?</p> <p><u>L.O.</u> To explore the work of Pablo Picasso and understand the term ‘distortion’</p> <p><u>STS:</u> I can explain what ‘distortion’ means</p> <p>I can explain reasonings behind Picasso’s distorted paintings</p> <p><u>Task:</u> Create a double page spread to appraise the given images of art work.</p> <p>Research Pablo Picasso and create an information page about them.</p>		<p><u>L.O.</u> To practise the technique of distortion</p> <p><u>STS:</u> I can explain what distortion is.</p> <p>I can give an example of an artist who has used distortion in their work</p> <p>I can distort images in a variety of ways</p> <p><u>Task:</u> Explore distortion of themselves in their sketchbooks using a range of techniques.</p>		<p><u>L.O.</u> To explore different types of paint and painting techniques</p> <p><u>STS:</u> I can use a range of painting techniques such as pointillism and stippling</p> <p>I can explain the difference between different paints</p> <p>I can explain the meaning associated with different colours</p> <p><u>Task:</u> Complete Sketchbook play activities to explore colour, paint type and painting techniques</p>

<p><b>PSHE</b></p> <p><b>Vocabulary:</b> Ghana, West Africa, cocoa plantation, cocoa pods, machete, education, Maslow, empathy, comparison, opportunities, education, choices, behaviour, responsibilities, rewards, consequences, empathise, obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation, motivation, democracy, decision, proud</p>	<p><u>L.O.</u> To identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p><u>STS:</u></p> <p>I can identify my successes from last year</p> <p>I can identify my goals for the year ahead</p> <p>I can explain my worries about the future</p> <p><u>Task:</u> Chn to write down their worries for the year ahead. Chn to also write down their hopes/ambitions.</p>	<p><u>L.O.</u> To identify the universal rights for all children</p> <p><u>STS:</u></p> <p>I can name articles which link to the rights of children</p> <p>I can explain how children at Flanderwell have access to their rights</p> <p>I can explain how some children around the world do not have access to their rights</p> <p><u>Task:</u> Chn to complete a table – left column, answering from their point of view (e.g., favourite subject), right column, answering from the perspective of a child on the Cocoa plantation.</p>	<p><u>L.O.</u> To understand that my actions affect other people locally and globally</p> <p><u>STS:</u></p> <p>I can explain the difference between ‘want’ and ‘need’</p> <p>I can describe which needs of mine are unmet</p> <p>I can describe which needs of mine are met</p> <p><u>Task:</u> Chn to highlight their wants and needs on Maslow’s triangle and explain how they have/haven’t been met.</p>	<p><u>L.O.</u> To understand how my behaviour will impact the rewards and consequences</p> <p><u>STS:</u></p> <p>I can explain what my learning goal is</p> <p>I can explain the steps I will need to take to reach the goal</p> <p>I can consider potential obstacles I may face in reaching the goal</p> <p>I can think about solutions to any potential obstacles</p> <p><u>Task:</u> Spider diagram – chn to note down their learning goal, any obstacles they may face and solutions for these obstacles.</p>	<p><u>L.O.</u> To discuss how an individual’s behaviour can impact on a group</p> <p><u>STS:</u></p> <p>I can suggest ways people may think in their role</p> <p>I can consider consequences for an action made</p> <p><u>Task:</u> Chn to explore a scenario. In groups, chn take on different roles and discuss the most appropriate consequence for the chn.</p>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To recognise that democracy and having a voice benefits the school community</p> <p><u>STS:</u></p> <p>I can explain what the term democracy means</p> <p>I can give an example of democracy in use around the world</p> <p>I can give an example of democracy in use at Flanderwell</p> <p><u>Task:</u></p> <p>Chn to list how children’s voices are heard in school and how decision are made democratically.</p>
<p><b>MFL</b></p> <p>Les Vetements (Clothes)</p> <p><b>Vocabulary:</b> <b>les vêtements</b> the clothes <b>des gants</b> a pair of gloves <b>ils portent</b> they wear (masculine or mixed group) <b>un pantalon</b> a pair of trousers <b>des bottes</b> boots <b>elles portent</b> they wear (feminine group) <b>un maillot de bain</b> a swimming costume</p>	<p><b>Pre-assessment:</b> weather vocabulary. Definite and indefinite articles.</p> <p><u>L.O.</u> To learn ten new nouns and articles for items of clothing.</p> <p><u>STS:</u></p> <p>I can identify masculine and feminine words</p> <p>I can use the correct determiner</p> <p><u>Task:</u> Chn to mouth words to each other from the</p>	<p><u>L.O.</u> To learn eleven new nouns and articles for items of clothing.</p> <p><u>STS:</u></p> <p>I can identify masculine and feminine words</p> <p>I can use the correct determiner</p> <p><u>Task:</u> Label pictures of clothes – using vocabulary from week 1 and week 2</p>	<p><u>L.O.</u> To consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’ - je porte.</p> <p><u>STS:</u></p> <p>I can identify masculine and feminine words</p> <p>I can use the correct determiner</p> <p>I use a range of different words to describe clothing items.</p> <p><u>Task:</u></p>	<p><b>Mid-point assessment:</b> Low stakes quiz How many items of clothing can they name?</p> <p><u>L.O.</u> To look more closely at adjectival agreement by describing clothes in terms of colour.</p> <p><u>STS:</u></p> <p>I can identify masculine and feminine words</p> <p>I can use the correct determiner</p>	<p><u>L.O.</u> To understand the possessive adjective for ‘my’</p> <p><u>STS:</u></p> <p>I can identify masculine and feminine words</p> <p>I can use the correct determiner</p> <p>I can use adjectives of colour to describe clothing items</p> <p><u>Task:</u> Chn to complete the speaking task</p>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To use and apply vocabulary for clothing</p> <p><u>Task:</u> Chn to complete the end of unit assessment</p>

<p><b>des collants tights lundi</b> (on) Monday <b>un pull</b> a jumper <b>des sandales</b> sandals <b>mardi (on)</b> Tuesday <b>un tee shirt</b> a tee shirt <b>des lunettes</b> glasses <b>mercredi (on)</b> Wednesday <b>un manteau</b> a coat <b>un chemisier</b> a blouse <b>jeudi (on)</b> Thursday <b>un short</b> a pair of shorts <b>des chaussures</b> a pair of shoes <b>vendredi (on)</b> Friday <b>une robe</b> a dress <b>des chaussettes</b> a pair of socks <b>samedi (on)</b> Saturday <b>une cravate</b> a tie <b>je porte</b> I wear <b>dimanche (on)</b> Sunday <b>une écharpe</b> a scarf <b>tu portes</b> you wear <b>À l'école je porte...</b> For school I wear... <b>une jupe</b> a skirt <b>il porte</b> he wears <b>Les Vêtements (Clothes)</b> <b>les vêtements</b> the clothes <b>des gants</b> a pair of gloves <b>ils portent</b> they wear (masculine or mixed group) <b>un pantalon</b> a pair of trousers <b>des bottes</b> boots <b>elles portent</b> they wear (feminine group) <b>un maillot de bain</b> a swimming costume <b>des collants tights lundi</b> (on) Monday <b>un pull</b> a jumper <b>des sandales</b> sandals <b>mardi (on)</b> Tuesday <b>un tee shirt</b> a tee shirt <b>des lunettes</b> glasses <b>mercredi (on)</b></p>	<p>vocabulary taught. Can they guess what the other one is saying?</p> <p>Label pictures of clothing</p>		<p>Children to answer questions about suitable clothing for given weather.</p>	<p>I can begin to describe clothes based on colour.</p> <p><u>Task:</u> Reading activity. Chn to read information about the clothing worn and the colours and interpret it.</p>		
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Wednesday **un manteau** a coat  
**un chemisier** a blouse  
**jeudi (on)** Thursday  
**un short** a pair of shorts  
**des chaussures** a pair of shoes  
**vendredi (on)** Friday  
**une robe** a dress  
**des chaussettes** a pair of socks  
**samedi (on)** Saturday  
**une cravate** a tie  
**je porte** I wear  
**dimanche (on)** Sunday  
**une écharpe** a scarf  
**tu portes** you wear  
**À l'école je porte...** For school I wear...  
**une jupe** a skirt  
**il porte** he wears  
**Quand il fait beau je porte...** When it is nice weather I wear...  
**une veste** a jacket  
**elle porte** she wears  
**Quand il neige je porte...** When it snows I wear...  
**une chemise** a shirt  
**nous portons** we wear  
**Quand je suis en vacances je porte...** When I am on holiday I wear..  
**une casquette** a cap  
**vous portez** you all wear  
**mon** my

### Music

**Social Question:** How does music bring us together?

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff



PE

**iPractise:** ownership, adaptation, experiment, advance, flexibility, strategy, persistence, ambition, innovation, manipulation, locomotion, stability, fluidity, dexterity, motor competence, healthy participation

**Football:** cooperatively, tournament, support, consistently, sportsmanship, conceding, turnover, control

<p><b>Computing</b> Internet for communication</p> <p><b>Vocabulary:</b></p> <p>Communication, ranking, searcher, content, creator, web crawler, search engine, index, internet protocol (IP address, domain name server (DNS)</p>	<p><b>Pre-assessment:</b> check knowledge and understanding of computing systems and online collaborative working.</p> <p><u>L.O.</u> To explain the importance of internet addresses.</p> <p><u>STS:</u> I can recognise that data is transferred using agreed methods</p> <p>I can explain that internet devices have addresses</p> <p>I can describe how computers use addresses to access websites</p> <p><u>Task:</u> Children explore IP addresses and the importance of their protocols. Use a Domain Name Server (DNS) to translate web addresses to IP addresses.</p>	<p><u>L.O.</u> To recognise how data is transferred across the internet</p> <p><u>STS:</u> I can identify and explain the main parts of a data packet</p> <p>I can explain that data is transferred over networks in packets</p> <p>I can explain that all data transferred over the internet is in packets</p> <p><u>Task:</u> Children explore the concept of packets. Transfer a picture using the key parts of a packet: header and the data payload</p>	<p><u>L.O.</u> To explain how sharing information online can help people to work together</p> <p><u>STS:</u> I can recognise how to access shared files stored online</p> <p>I can send information over the internet in different ways</p> <p>I can explain that the internet allows different media to be shared</p> <p><u>Task:</u> Children explore collaborative online learning and create a collaborative project.</p> <p>Can you still... make simple slides that have text and images? (Y3 learning from Desktop Publishing)</p>	<p><b>Mid-point assessment:</b> check knowledge and understanding of IP, DNS and data packets.</p> <p><u>L.O.</u> To evaluate different ways of working together online</p> <p><u>STS:</u> I can identify different ways of working together online</p> <p>I can recognise that working together on the internet can be public or private</p> <p>I can explain how the internet enables effective collaboration</p> <p><u>Task:</u> Children explore reusing and modifying work. Children discuss the importance of copyright. Children use scratch to build upon other people's work.</p>	<p><u>L.O.</u> To recognise how we communicate using technology</p> <p><u>STS:</u> I can explain the different ways in which people communicate</p> <p>I can identify that there are a variety of ways to communicate over the internet</p> <p>I can choose methods of communication to suit particular purposes</p> <p><u>Task:</u> Explore 'communication' and then specifically internet-based communication. Consider the most appropriate method for the purpose.</p>	<p><b>End of unit assessment:</b> Complete end of unit assessment test/sheet</p> <p><u>L.O.</u> To evaluate different methods of online communication</p> <p><u>STS:</u> I can compare different methods of communicating on the internet</p> <p>I can decide when I should and should not share information online</p> <p>I can explain that communication on the internet may not be private</p> <p>I can explain how to report inappropriate content online</p> <p><u>Task:</u> Children use their knowledge to categorise different methods of internet communication. Explore the issues relating to privacy and information security when discussing the scenarios.</p>
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<p><b>Online Safety</b></p> <p><b>Two lessons to be taught at the start of the half term</b></p> <p><b>Vocabulary:</b></p>	<p><b>Online Relationships</b></p> <p><u>L.O.</u> To explain how sharing things online may have a either a negative or positive impact on others</p> <p><u>STS:</u> I can understand the concept of consequences online and give examples</p> <p>I can understand that reactions to events online can determine the consequences</p> <p>I can understand that sharing online can be positive as well as negative and give examples of both</p> <p><u>Task:</u> Chn to explore what young people share online.</p> <ul style="list-style-type: none"> <li>- Who do they share with?</li> <li>- How might what people share change depending on audience?</li> </ul> <p>Chn to come up with advice for young people to urge them to consider how they react to certain events.</p>	<p><b>Online Relationships</b></p> <p><u>L.O.</u> To describe how to be kind and show respect to others online</p> <p><u>STS:</u> I can explain what 'boundaries' are, including online.</p> <p>I can understand the concepts of respect and self-respect and give examples of how this can be shown online.</p> <p>I can explain how to respect others' boundaries online, particularly regarding sharing information about them.</p> <p><u>Task:</u> Chn to watch a short animation and answer a series of questions.</p> <p>Chn then ton explore a range of scenarios and discuss whether boundaries have been respected.</p>	<p><b>Online Relationships</b></p> <p><u>L.O.</u> To explain the effect of taking and sharing images of others</p> <p><u>STS:</u> I can explain the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.</p> <p>I can understand what an 'inappropriate' picture might be and give examples.</p> <p>I can explain the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared.</p> <p><u>Task:</u> Chn to create a poster for young people to inform and advise them on the impact of sharing inappropriate images.</p>			
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