

**MTP: Autumn 1**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>RE</b></p> <p><b>Enquiry Q:</b> <i>How do Jewish beliefs, teachings and stories impact daily life?</i></p> <p><b>Vocabulary:</b> Kashrut, Kosher, Parev, Pesach, Seder, decision, choices halal,vegan, vegetarian, rules, Torah, treif, mitzvot, Passover, Seder meal, Seder plate, plagues, Passover unleavened (without yeast), Parsley Karpass, Shank bone (Zro'a), Bitter herb (Marror), Charoset, Matzah, authority, respect, rights, rules</p>	<p><b>Pre-Assessment:</b> Chn to brain storm everything they remember about Judaism from Y2.</p> <p><u>L.O.</u> To discuss why people eat certain foods and who makes the choice</p> <p><u>STS:</u> I can list at least three reasons why people might eat certain foods I can explain what 'authority' means.</p> <p><u>Task:</u> Chn to create their favourite meal on a paper plate. Label clearly. Chn share with peers and write down what they like and <b>when</b> they are likely to eat those foods.</p>	<p><u>L.O</u> To explore Judaism's food laws (Kashrut)</p> <p><u>STS:</u> I can explain what Kashrut means I can identify at least 2 foods which are kosher I can identify at least 2 foods which are treif/trefah</p> <p><u>Task:</u> Chn to put the pictures of foods into 3 categories: <i>kosher, not kosher, it depends.</i> Chn to then plan a kosher menu for a children's birthday party. <a href="https://www.youtube.com/watch?v=TYk0KeYhqYQ">https://www.youtube.com/watch?v=TYk0KeYhqYQ</a> - What is kosher?</p>	<p><b>Mid-point assessment:</b> Low-stakes true or false quiz</p> <p><u>L.O.</u> To discuss the importance Passover for Jews today</p> <p><u>STS:</u> I can retell key events from 'Moses and the Story of Passover' I can accurately order the events from the story of Passover</p> <p><u>Task:</u> Chn, in groups, to act out scenes from the Pssover story and order themselves. Chn to then write down why they then the story is important to Jews. What was significant?</p>	<p><u>L.O.</u> To explore how Passover is celebrated</p> <p><u>STS:</u> I can identify when Passover takes place I can describe what would be traditionally found on a Seder plate I can explain why at least 2 items are on the Seder plate</p> <p><u>Task:</u> In groups, chn to re-create their own Seder plate. The youngest in the group will ask the 4 questions. After this, chn to label the diagram of the Seder plate, identifying each item.</p>	<p><b>End of unit assessment:</b> 'How do Jewish beliefs, teachings and stories impact daily life?'</p> <p><u>STS:</u> I can explain what it means to follow Kashrut</p> <p>I can explain why and how Passover is celebrated</p> <p>I can discuss the Seder plate and its importance</p> <p><u>Task:</u> Chn to rank a range of images based on what they feel is most important in order to show how beliefs, teachings and stories impact the life of a Jewish person (Diamond 9).</p>	<p><u>L.O.</u> To explore how people show respect for those in authority by following the rules</p> <p><u>Task:</u> This session allows chn to be reflective of rules in their own life.</p> <p>Chn to draw on the Rights of the Child and discuss what would happen if those rights were not respected by others.</p> <p>Chn to explore how Jews believe the rules they follow and the teachings from God are there to protect them. Can chn think of rules in their life that protect them?</p>
<p><b>Science</b></p> <p>Animals, including humans</p> <p><b>Enquiry Q:</b></p> <p><b>Vocabulary:</b> herbivore, carnivore, omnivore, digestive system, tongue, mouth, teeth, oesophagus, stomach, gall bladder, small intestine,</p>	<p><b>Pre Assessment:</b> Chn to list all the things humans need in order to survive.</p> <p><u>L.O.</u> To discuss how to keep teeth healthy. To plan and set up a scientific investigation</p> <p><u>STS:</u></p>	<p><u>L.O.</u> To write a scientific conclusion To explore different types of teeth and their functions</p> <p><u>STS:</u> I can name at least 3 different types of teeth found in humans</p>	<p><b>Mid-point assessment:</b> Low-stake quiz.</p> <p><u>L.O.</u> To identify the parts of the digestive system and their function.</p> <p><u>STS:</u> I can name the pain parts of the digestive system</p>	<p><u>L.O.</u> To explain the process of digestion</p> <p><u>STS:</u> I can order the steps in the digestion system</p> <p>I can use a scientific model and secondary source to verbally explain the process of digestion</p>	<p><u>L.O.</u> To construct and interpret a variety of food chains</p> <p><u>STS:</u> I can construct a food chain for a given habitat</p> <p>I can identify the producer, predator and prey in a food chain</p>	<p><b>End of unit assessment:</b> Chn to complete an end of unit assessment quiz.</p>

<p>pancreas, large intestine, liver, canine, incisor, molar, premolar, producer, consumer</p>	<p>I can explain what tooth decay is</p> <p>I can give 2 examples of how to look after my teeth</p> <p>I can identify the independent and dependent variables in an investigation</p> <p><u>Task:</u> Using an egg, chn investigate tooth decay and look at the effects on different liquids on teeth.</p> <p>(Shell of an egg is similar to enamel on our teeth).</p>	<p>I can explain the function of at least 3 different teeth types.</p> <p><u>Task:</u> Chn to practise investigating their results (eggs) and writing a scientific conclusion. Chn then evaluate their investigation.</p> <p>Chn to later use mirrors to observe their own teeth (or a tooth model). Chn then to investigate the functions of each type of tooth.</p>	<p>I can describe where the digestive system organs are located in the body</p> <p>I can explain the function of each part of the digestive system</p> <p><u>Task:</u> Each group to be given an outline of a human body on a large piece of paper. Chn then to cut out pictures of the organs and place them in the correct location.</p> <p>Chn to use sticky notes to label each organ and describe its function.</p>	<p>I can use scientific vocabulary to summarise the key stages of digestion</p> <p><u>Task:</u> Chn to use question prompts and keywords to explain the digestive process. They use the four headings to structure their explanations.</p> <p>Challenge Q: Which part of the digestive system is the most important and why?</p>	<p><u>Task:</u> Chn to travel to 5 different habitat stations. For each habitat, chn to use the relevant food chain photo cards to construct food chains.</p> <p>Chn to construct four-stage food chains and add their own labels.</p>	
<p><b>History</b> Ancient Egypt</p> <p><b>Enquiry Q:</b> <i>Who were the Ancient Egyptians?</i></p> <p><b>Vocabulary:</b> The Nile, irrigation, mummification, sarcophagus, preserve, tomb, Tutankhamun, Pharaoh, Hieroglyph, Rosetta Stone</p>	<p><b>Pre-assessment:</b> Chn to brain storm how we can learn about history (i.e. what type of resources can be used)</p> <p><u>L.O.</u> To use artefacts to find out about ancient Egyptian life</p> <p><u>STS:</u> I can identify where Egypt is on a map</p> <p>I can describe when the ancient Egyptians lived I can explain what an artefact might have been used for and why</p>		<p><u>L.O.</u> To explore what was important for ancient Egyptians</p> <p><u>STS:</u> I can use pictures to find out about life in ancient Egypt</p> <p>I can explain why the River Nile was essential to survival for ancient Egyptians</p> <p>I can compare life in ancient Egypt to my own life</p> <p><u>Task:</u> Chn to compare between modern life and ancient Egypt.</p>		<p><u>L.O.</u> To understand and describe the process of mummification</p> <p><u>STS:</u> I can order the steps in the mummification process</p> <p>I can retell the key steps in the mummification process</p> <p><u>Task:</u> 'How to make a mummy' activity. Chn to order the mummification steps.</p>	

	<p>I can ask at least 2 questions about an artefact</p> <p><u>Task:</u> Chn choose a photo of an ancient Egyptian artefact and answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What is it?</i> • <i>What do you think it was used for?</i></li> <li>• <i>Who might it have belong to?</i> • <i>What can it tell us about ancient Egypt?</i> • <i>What would you like to know about the artefact?</i></li> </ul>		<p>Chn to create a poster which represents Ancient Egyptian life and what was important to them. Chn can draw illustrations and label them.</p>			
<p><b>Geography</b> Rivers</p> <p><b>Enquiry Q:</b> <i>What is a River?</i></p> <p><b>Vocabulary:</b> source, mouth, waterfall, tributary, evaporation, condensation, precipitation, estuary, meander, erosion, deposition, water cycle, Ox bow lake</p>		<p><b>Pre-assessment:</b> Chn to name all of the world's oceans, list a range of natural disasters and how people respond to them.</p> <p><u>L.O:</u> To describe the water cycle and explain what a river is</p> <p><u>STS:</u> I can label each part of the water cycle</p> <p>I can describe the significance of each part of the water cycle</p> <p>I can describe the properties of a river</p> <p><u>Task:</u> Chn to label the stages of the water cycle and complete the sentences.</p>		<p><u>L.O:</u> To describe how rivers are used around the world</p> <p><u>STS:</u> I can define what a river is</p> <p>I can identify at least 3 things a river is used for</p> <p>I can</p> <p><u>Task:</u> Chn to research the different ways in which rivers are used by people. Chn to begin thinking about how rivers are used for survival, food, energy and transport.</p>		<p><u>L.O:</u> To identify the stages and features of a river.</p> <p><u>STS:</u> I can define what a river is</p> <p>I can describe how a river begins</p> <p>I can label the features of a river</p> <p><u>Task:</u> Chn to label the features of a river on the diagram and complete the sentences. Chn to describe the stages of a river and the features you may find at each point.</p>

		<p>Chn to define what a river is, its features, some examples and non-examples. Using a map, chn to locate world rivers.</p>				
<p><b>D.T</b> Food technology (Toastie)</p> <p><b>Vocabulary:</b> name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>		<p><b>Pre-assessment:</b></p> <ul style="list-style-type: none"> <li>• Know some ways to prepare ingredients safely and hygienically.</li> <li>• Have some basic knowledge and understanding about healthy eating and The eatwell plate.</li> </ul> <p><u>L.O.</u> To Explore and investigate existing products</p> <p><u>STS:</u> Record the different meals Identify which area of the eatwell plate the food products link to</p> <p><u>Task:</u> Children investigate a range of food products e.g. the content of their lunchboxes over a week and school dinners. Link to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre? Record in a table</p>		<p><u>L.O.</u> Identify where ingredients come from</p> <p><u>STS:</u> Identify if an ingredient is harvested, reared, caught and processed e.g. Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?</p> <p><u>Task:</u> Children provided with a range of ingredients to answer the questions above</p>		<p><u>L.O.</u> To design a healthy snack</p> <p><u>STS:</u> appearance, taste, health benefits</p> <p><u>Task:</u> Create annotated sketches</p>
<p><b>Art</b> Contour line drawing HENRY MOORE</p>	<p><b>Pre-assessment:</b> Chn to mind-map the drawing techniques they learnt in Y3, with examples.</p>		<p><u>L.O.</u> To learn and practise drawing contour lines</p>		<p><u>L.O.</u> To explore different angles using quick sketch</p>	

<p><b>Vocabulary:</b>  <u>Line:</u>  contour (define edges of objects),  cross contour (flow over form of object)  <u>Composition:</u>  angles, contours, cross contours, still life, figurative, thumbnail</p>	<p><u>L.O.</u> To explore the work of Henry Moore (first impressions)</p> <p><u>STS:</u>  I can describe what I notice in a drawing</p> <p>I can explain one thing I like and dislike about the drawing</p> <p><u>Task:</u> Chn to stick Henry Moore’s drawings into their books and jot words/sentences around it.  <i>What do they think? How do they feel? What do they see?</i></p>		<p><u>STS:</u>  I can identify contour lines in a drawing  I can explain the difference between contour and cross-contour lines  I can draw on contour lines on a still object</p> <p><u>Task:</u> Chn to practice drawing contour lines on their apples with a pen. Then, use the apple as a still life and draw it into their sketchbooks.</p>		<p><u>STS:</u>  I can explain the purpose of a quick sketch  I can identify different angles of a still life</p> <p><u>Task:</u> Chn to choose an object and create a series of quick sketches in their books, looking at the object from different angles.</p>	
<p><b>PSHE</b></p> <p><b>Vocabulary:</b>  included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning Charter, contribution, observer, UN Convention on Rights of Child (UNCRC)</p>	<p><u>L.O.</u> To understand that my attitude and actions make a difference to the class team.</p> <p><u>STS:</u>  I can suggest ways to be a good team member</p> <p>I can outline features of an effective team</p> <p>I can explain how it feels to be part of a team</p> <p><u>Task:</u>  ‘Pass the Ball’ activity – chn pass the ball around the circle without using their hands.  Chn to then look at a series of questions about</p>	<p><u>L.O.</u> To understand my school community</p> <p><u>STS:</u>  I can identify a range of different roles in the school community</p> <p>I can describe what some roles in the school entail</p> <p>I can explain the importance of some of the roles in school</p> <p><u>Task:</u>  Chn, in pairs, must put together a job description for a job role within school.  <i>What does that person do? How do they help with learning?</i></p>	<p><u>L.O.</u> To understand everyone’s rights, responsibilities in school</p> <p><u>STS:</u>  I can describe the rights of a child</p> <p>I can identify the responsibilities of a child in school</p> <p>I can identify the responsibilities of an adult in school</p> <p><u>Task:</u>  Chn look at the rights of the child. Children identify their top 3 responsibilities for creating a good environment to learn.</p>	<p><u>L.O.</u> To understand that my actions have an effect on myself and others</p> <p><u>STS:</u>  I can give an example of when I have been rewarded for an action</p> <p>I can give an example of when I have been given a consequence for an action</p> <p><u>Task:</u>  Remind chn of the top 3 responsibilities they outlined in the previous lesson. Chn to decide on rewards or consequences they think are fair if any of</p>	<p><u>L.O.</u> To understand how groups work together to make decisions</p> <p><u>STS:</u>  I can identify a situation where someone makes the decisions</p> <p>I can identify what type of decisions they have to make</p> <p>I can describe how they make the decision</p> <p><u>Task:</u>  Chn to explore the role of a judge in the courtroom.</p> <p>- What decisions need to be made?</p>	<p><u>L.O.</u> To explore the benefits of democracy in school</p> <p><u>STS:</u>  I can define what democracy means</p> <p>I can give examples of where democratic decisions have been made around the world</p> <p>I can give examples of where democratic decisions have been made in school</p> <p><u>Task:</u>  Refer to and discuss about Article 12 and 28.</p>

	<p>working effectively and team work.</p> <p>Chn then create a diamond 9 – arrange a range of words to describe teamwork and how it feels to be part of a team.</p>	<p>As a class, they then decide who what the most important/least important job role.</p> <p>→ Chn led to the conclusion that everyone in the school community plays a vital role</p>		<p>the responsibilities were kept or broken.</p> <p>Compile a whole class ‘top reward and top consequence’ from their list.</p>	<ul style="list-style-type: none"> <li>- Who makes the decisions?</li> <li>- How do you think they make the decision?</li> </ul> <p>Chn to explore the questions above with a range of different images.</p> <p>As a class, discuss how to be an effective team. Chn to create a poster on this.</p>	<p>Chn to include these articles in their poster designs.</p>
<p><b>MFL</b> Les Glaces (Ice-Cream)</p> <p><b>Vocabulary:</b> <b>une glace à la vanille</b> a vanilla ice cream <b>une glace au café</b> coffee ice cream <b>une glace à la menthe</b> mint ice cream <b>une glace au citron</b> lemon ice cream <b>une glace à la pistache</b> pistachio ice cream <b>une glace au chocolat</b> a chocolate ice cream <b>une glace au caramel</b> caramel ice cream <b>une glace à la fraise</b> strawberry ice cream <b>une glace à la banana</b> banana ice cream <b>une glace au cassis</b> blackcurrant ice cream <b>une boule</b> a ball <b>deux boules</b> two balls <b>trois boules</b> three balls <b>un petit pot</b> a small pot <b>un cornet</b> a cornet</p>	<p><b>Pre-assessment:</b> <u>L.O.</u> To learn how to name and remember the first five ice-cream flavours in French</p> <p><u>STS:</u> I will learn how to name (with accurate pronunciation) and remember the first five (out of a total of ten) ice-cream flavours in French</p> <p>I know how to say the following things: <b>Les glaces</b> = The ice-creams <b>Une glace à la vanille</b> = A vanilla ice-cream <b>Une glace à la banane</b> = A banana ice-cream <b>Une glace à la fraise</b> = A strawberry ice-cream <b>Una glace à la menthe</b> = A mint ice-cream <b>Une glace à la pistache</b> = A pistachio ice-cream</p> <p><u>Task:</u> Pictures of ice creams will be introduced on a PowerPoint. They will then be shown the ice creams and children are to chorally repeat and then</p>	<p><u>L.O.</u> To learn how to name and remember the five more ice-cream flavours in French</p> <p><u>STS:</u> I will learn how to name (with accurate pronunciation) and remember five more ice-cream flavours in French</p> <p>I know how to say the following things: <b>Une glace au chocolat</b> = A chocolate ice-cream <b>Une glace au caramel</b> = A caramel ice-cream <b>Une glace au café</b> = A coffee ice-cream <b>Une glace au citron</b> = A lemon ice-cream <b>Une glace au cassis</b> = A blackcurrant ice-cream</p> <p><u>Task:</u> Children are to chorally name the ice creams on the PowerPoint. They are to then name each ice cream and choose the correct name for each ice cream flavour.</p>	<p><b>Mid-point assessment:</b> <u>L.O.</u> To practise asking for ice-cream in French</p> <p><u>STS:</u> I can say which flavour ice-cream I would like using the structure ‘je voudrais’ and use the conjunction/ connective “and” (et) for more than one flavour. I can say the names of the ice cream flavours.</p> <p><u>Task:</u> Listen to the voice file on each slide and children are to translate or point to the ice cream mentioned. Each flavour is hidden behind a star and children are to say the correct flavour in English. Children are to then say all 10 ice cream flavours by the end of the lesson- have these printed on flashcards and remove them every time someone says the correct answer.</p>	<p><u>L.O.</u> To practise saying ice-cream ‘in a cone’ and ‘small pot/tub’ in French</p> <p><u>STS:</u> I can say what flavour ice-cream cone or pot I would like. I can use the following language: <b>Je voudrais...</b> = I would like... <b>Un cornet</b> = A cone <b>Un pot</b> = A small pot / tub</p> <p><u>Task:</u> Children are to chorally repeat asking for ice cream in a cone or a pot. Children to view the slide and order an ice cream depending on what they see.</p>	<p><u>L.O.</u> To practise asking for ice-cream in French</p> <p><u>STS:</u> I can perform a short role play where I ask for an ice cream. I know how to ask for more than one scoop of ice cream I can use the following language: <b>Combien de boules?</b> = How many scoops? <b>Une boule</b> = One scoop <b>Deux boules</b> = Two scoops <b>Trois boules</b> = Three scoops <b>Une boule à la vanille</b> = One scoop of vanilla ice-cream <b>Deux boules à la vanille</b> = Two scoops of vanilla ice-cream <b>Trois boules à la vanille</b> = Three scoops of vanilla ice-cream <b>Une boule au chocolat</b> = One scoop of chocolate ice-cream <b>Deux boules au chocolat</b> = Two scoops of chocolate ice-cream <b>Trois boules au chocolat</b> = Three scoops of chocolate ice-cream</p> <p><u>Task:</u> Children are to listen to the audio files and decide which image on the screen matches the French. They are to then go to the front of the class and practise ordering an ice cream.</p>	<p><b>End of unit assessment:</b> LO: To revise all language covered in this unit and complete assessment materials</p> <p>Pupils to complete the pupil self-assessment sheet and then complete the assessment sheet going through the PowerPoint.</p>

	say the ice cream when the picture is revealed.					
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**Music**

**Social question:** How Does Music Connect Us with Our Past?

**Vocabulary:** Keyboard, electric guitar, bass, drums, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, piano, organ, acoustic guitar, percussion

**PE**

**IMove:** control, shoot, dribble, bat, strike, jog, vault, competitive, intercept, accuracy, reaction, response, limitations, challenge

**Basketball:** opponent, communicate, outwit, pivot, court, travelling, mark, footwork, rebound, receiver, tracking, bounce pass

<p><b>Computing</b> The Internet</p> <p><b>Vocabulary:</b> network switch, server, wireless access point (WAP), data centre, router, routing, web browser, content World Wide Web (www), website, webpage, pixabay</p>	<p><b>Pre-assessment:</b> Chn to brain storm what they learnt about connecting computers in Y3 (e.g. input, processes, output).</p> <p><u>L.O.</u> To describe how networks physically connect to other networks</p> <p><u>STS:</u></p> <p>I can describe the internet as a network of networks</p> <p>I can demonstrate how information is shared across the internet</p> <p>I can discuss why a network needs protecting</p> <p><u>Task:</u></p> <p>Chn to role play messages moving between networks.</p>	<p><u>L.O.</u> To recognise how networked devices make up the internet</p> <p><u>STS:</u></p> <p>I can describe networked devices and how they connect</p> <p>I can explain that the internet is used to provide many services</p> <p>I can recognise that the World Wide Web contain websites and web pages</p> <p><u>STS:</u></p> <p>Explain that the internet is used to provide many services</p> <p><u>Task:</u></p>	<p><u>L.O.</u> To outline how websites can be shared via the World Wide Web (WWW)</p> <p><u>STS:</u></p> <p>I can explain the types of media that can be shared on the WWW</p> <p>I can describe where websites are stored when uploaded to the WWW</p> <p>I can describe how to access websites on the WWW</p> <p><u>Task:</u></p> <p>Chn to answer a series of multiple-choice questions.</p>	<p><b>Mid-point assessment:</b></p> <p>Low-stakes quiz.</p> <p><u>L.O.</u> To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p><u>STS:</u></p> <p>I can explain what media can be found on websites</p> <p>I can recognise that I can add content to the WWW</p> <p>I can explain that internet services can be used to create content online</p> <p><u>Task:</u></p> <p>Chn to note down what they should consider when adding content to the web.</p> <p>Chn to have a go on Chrome Music Lab. Chn</p>	<p><u>L.O.</u> To recognise how the content of the WWW is created by people</p> <p><u>STS:</u></p> <p>I can explain that websites and their content are created by people</p> <p>I can suggest who owns the content on websites</p> <p>I can explain that there are rules to protect content</p> <p><u>Task:</u></p> <p>Chn to look at a snapshot of a website and to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Am I allowed to view this content?</li> <li>- Am I allowed to download this content?</li> <li>- Am I allowed to use this content?</li> </ul>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To evaluate the consequences of unreliable content</p> <p><u>STS:</u></p> <p>I can explain that not everything on the World Wide Web is true</p> <p>I can explain why some information I find online may not be honest, accurate, or legal</p> <p>I can explain why I need to think carefully before I share or reshare content</p> <p><u>Task:</u></p> <p>Chn given a sheet of information. Chn to cut it in half and pass it along. Next person to then cut it in half again and pass it along. Chn repeat this one last time.</p>
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		<p>Chn are given links to 3 websites. Chn browse all of them and list 3 things they can find on the website – what can they see and do?</p> <p>As a class, explore the similarities and differences between websites and web pages.</p>		<p>consider how the content on the page is generated?</p>	<p>Chn to complete 'what we can share' activity. <i>Who does it belong to? Who can use it? Are there any rules for sharing it?</i></p>	<ul style="list-style-type: none"> <li>- <i>Do you know who you have shared your info with?</i></li> <li>- <i>Could you get it back easily?</i></li> <li>- <i>Do you know if the information you have now is true or not?</i></li> </ul>
<p><b>Online Safety</b></p> <p><b>Two lesson to be taught at the start of the half term</b></p> <p><b>Online relationships</b></p> <p><b>Vocabulary:</b>  thoughtful nasty polite helpful teasing impolite interested accepting ridicule rude caring nasty mockery considerate judging loving bullying</p>	<p><u>L.O.</u> To know a range of safe and fun experiences in a range of online situations</p> <p><u>STS:</u> I can describe what it feels like to be safe online.</p> <p>I can list a number of things I can do to make sure I have a positive and safe experience online.</p> <p>I can give examples of when I have used or may have to use these in my online life.</p>	<p><u>L.O.</u> To know how to be respectful online and how to have healthy online relationships</p> <p><u>STS:</u> I understand and can explain what is meant by respect.</p> <p>I can give examples of how online behaviour is either respectful or disrespectful.</p> <p>I can describe how it is possible to be respectful online</p>				