

ROSEGROVE LONG TERM CURRICULUM PLAN 2018-2019

REC	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understanding of the World (Reviewed @ 12 Nov 2018)		THE GROVE Plant Radish	THE GROVE Plant Peas			
	KWL –develop ability to think about a topic and raise questions EYFS framework to support curriculum planning wef Oct 18 Investigations over the year: Ice – melting (salt, ice fishing, water colours), Apple/Track, Towers – one block base, making nests						
	Understanding the World (Geography/History/ Science elements)	Ourselves ‘TIME’ Babies to Adults – how time passes and that within time, we grow. Where we come from and where our school is. Learn new vocab (today, yesterday, now, past, birthday.) Talk about ‘past’. Order milestones/events in own lives.	TOYS Look at old/new toys. GUY FAWKES Compare old and new toys. Compare two items that have the same purpose. Observe the differences between past & present. Learn new vocab (switches, batteries, power, push, pull, changed, old, modern).	FOOD Comparing Land and sea (GREEN vs BLUE) Vocab to describe types of land/diff names for the sea e.g. Land House Farm Countryside Town Beach Coast Sea Ocean. Changing food (heated/cooled). Explore where different foods come from, look at countries on a map/globe. Chinese New Year.	GROWTH & CHANGE Compare INDOOR and OUTDOOR Plants- Basic needs Life Cycles – chicken, Butterfly Experience different plants & parts. Grow/care and observe changes in plants. Talk about plants we can eat. Record observations of plants.	OUR COMMUNITY Look at the community over a period of time. Compare to a holiday location (Blackpool). Compare changes in significant places locally. Shows interest in the lives of people who are familiar to them (people who help us).	ANIMALS Farm Animals and their produce/young Points on a compass through NSEW are opposites Full turn Half Turn. Experience animals of diff types (pets, farm, zoo, woodlands), recognise & name. features of an animal (visitor). Care for animals. Visit to the farm.
SEASONS THROUGH THE YEAR – TREES/PLANTS/ENVIRONMENT (USE PHOTOGRAPHS/COLELCTIONS). SIMILARITIES/DIFFERENCES LOCAL ENVIRONMENT WALKS AT DIFFERENT TIMES OF THE YEAR							
KS1	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Science KS1 ‘Fatter/Deeper questions’ Observing with Equipment Simple tests Suggest/reason		Winter bedding plants		THE GROVE Carrots, Onions, Herbs (Strawberries)		
	SEASONAL CHANGES/WEATHER Look and observe closely of changes over time. Contribute to a class display.						
	DIARY/EVIDENCE BOOK						

<p><i>Gather/record data</i></p>	<p>HUMANS; Body Parts/Senses -External body parts -Sensory exploration <i>Name and identify common features.</i> <i>Say how things are similar/different.</i> <i>Compare and contrast simple observable features.</i> <i>Follow movements to act out science.</i> <i>Make simple predictions.</i> <i>Use senses to compare.</i> <i>Add annotations to drawings.</i> <i>Use simple scientific language.</i></p>	<p>MATERIALS -Distinguish between an object and the material from which it is made -Identify and name a variety of different materials including water/rock COMPARING <i>Observe closely and communicate the features of properties.</i> <i>Compare and contrast.</i> <i>Demonstrate curiosity by the questions they ask.</i> <i>Work with others on a science task.</i> <i>Share ideas and listen to others.</i> <i>Carry out a simple comparative test.</i> <i>Choose which equipment and materials to test.</i> <i>Measure using non-standard and standard units.</i> <i>Complete a pre-constructed chart.</i> <i>Use recordings to talk about and describe what happened.</i> <i>Decide how to sort and group.</i></p>	<p>NIGHT and DAY <i>Asking simple questions about what they notice about the world around them.</i></p>	<p>PLANTS- -Common wild and garden plants, Deciduous/evergreen -Plant tops Sequence photographs of an event. <i>Use simple scientific language and explain why something happened.</i> <i>Talk about ways of setting up a test.</i> <i>Record simple visual representations of observations.</i> <i>Observe closely using simple equipment.</i> <i>Asking simple questions about what they notice about the world around them.</i> <i>Identify common example and features.</i></p>	<p>BROCKHOLES VISIT</p>	<p>ANIMALS/CREATURES Identify and name a variety of common creatures including fish, amphibians, reptiles, birds, frogs and mammals. <i>Use simple scientific language to talk about or record what they have noticed.</i> <i>Use simple and primary resources.</i> <i>Ask people questions.</i> <i>Use observations to make suggestions or ask questions.</i> <i>Observe closely using simple equipment.</i> <i>Communicate ideas to a range of audiences in a variety of ways.</i></p>
<p>Geography</p>	<p>Name 4 countries of the UK. SKILLS: <i>communicate, use a range of maps/globes to locate. Use photos of physical features.</i></p>		<p>HOT/COLD PLACES OF THE WORLD – Antarctica vs Rainforest <i>Ask simple geographical questions.</i> <i>Investigate through observation and description.</i></p>		<p>Follow up 'HOT AND COLD PLACES' and link to where animals live Use Mapping Skill</p>	<p>PHYSICAL FEATURES OF THE SCHOOL GROUNDS Devise maps Devise a simple key Field Work (inc history of school) Journey to school.</p>

		<p>Use the zoom facility of digital maps. Use simple electronic maps. Use simple searches within geographic software. Capital Cities, city vs town vs village. What is a country? Where do we fit in the UK?</p>		<p>Recognise differences between own and others' lives. (North vs South)</p>		<p>Use a range of maps and globes of different scales. Know that maps give information about places in the world. Recognise simple features of maps.</p>	<p>Follow a route on a map starting with a picture of the school. Use large maps and aerial photos. Look down on objects and make a plan. Use simple fieldwork techniques, observation and identification to study geography of the school. Use equipment to record geographical changes and differences. Use simple compass directions.</p>
				Field Work – Camera- Seasonal Patterns/weather			
	<p>History Each class devote one class assembly to Core British Values – Significant British People</p>	<p>EVENTS IN LIVING MEMORY Chronology Enquiry Past/present Sources to ask about the past BFC <i>Recognise the difference between past and present in their own and others' lives.</i></p>		<p>NOW AND THEN Compare schools/homes Chronological order/time lines Our lives are different to those in the past (Events/people/changes) Compare our life to the Queen's life as a baby. Royal baby. <i>add to school timeline</i> <i>Recognise distinction between past and present and identify similarities and differences.</i> <i>Places events and objects in order.</i> <i>Identify similarities and differences between ways of life and compare to their own lives.</i> <i>Use simple stories and sources.</i> Understand historical concepts, use them to make simple connections and draw contrasts.</p>			

			<p>Identify some similarities and differences between ways of life. Ask and answer questions about the past through observation and handling a range of sources.</p>		<p>TELEPHONES/Alexander Graham Bell –(Significant People – Represent timelines and look for sources; Ask answer questions.) add to school timeline</p>
 History of school; features of the grounds and area (inc NSEW compass) 					
DT		<p>HEALTHY COOKING SOUP KITCHEN Design, make and evaluate a winter soup – use our herbs digital research recipes/make labels (Literacy & Computing)</p> <p><i>Explain what they are making. Select materials from a limited choice. Talk about the designs as they develop and identify good and bad points. Say what they like and do not like and say why. Start to use technical vocabulary.</i></p>	<p>TOPIC TO FOLLOW INTERESTS Over Christmas and into the new year – choose a DT topic that links to theme e.g. levers, mechanisms</p> <p><i>Use pictures and words to convey what they want to design. Use mock-ups. Cut out shapes which have been created by drawing around a template. Decorate using a variety of techniques.</i></p>	<p>JOINING AND FINISHING</p> <p>Design a vehicle.</p> <p><i>Know how to make a simple structure stable. Attach wheels to a chassis using an axle. Join materials in a variety of ways. Use technical vocabulary. Talk about their design. Explore existing products and investigate how they have been made.</i></p>	<p>HEALTHY COOKING METHODS</p> <p>Healthy pizzas</p> <p><i>Explain what they are making. Select materials from a limited choice. Talk about the designs as they develop and identify good and bad points. Say what they like and do not like and say why. Start to use technical vocabulary. Cut, chop a range of ingredients. Know about the needs for a variety of foods and group familiar foods.</i></p>

		<p><i>Cut, chop a range of ingredients. Know about the needs for a variety of foods and group familiar foods.</i></p>	<p><i>Join materials in a variety of ways. Name the tools they are using. Talk about their design. Know some different ways of making things move in a 2d plane.</i></p>		<p><i>Explore ideas by re-arranging materials. Join materials in a variety of ways.</i></p>		<p><i>Select pictures to help develop ideas.</i></p>
Art	Painting	Other arts/crafts	Henri Rousseau Painting	Drawing	SCULPTURE – CLAY/JUNK – DESIGN AND EVALUATE Henri Matisse	Drawing	
	<p><i>Produce creative work, exploring their ideas and recording their experiences</i></p>		<p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</i></p>	<p><i>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</i></p>	<p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p>		
	<p><i>Skills addressed throughout the year –</i></p> <p><i>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</i></p> <p><i>Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</i></p> <p><i>Beginning to work creatively e.g. with a range of media on different scales.</i></p> <p><i>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</i></p> <p><i>Begin to talk about the style of a chosen artist, craft maker or designer.</i></p> <p><i>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</i></p> <p><i>Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</i></p> <p><i>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</i></p> <p><i>Talk about the features they like in their own work and in the work of others.</i></p> <p><i>Talk about what they might change in their own work.</i></p>						

	RE	Christianity	Christianity	Islam	Christianity	Hindu Dharma	
	SEAL	New Beginnings	Say 'no' to bullying Getting On and Falling Out	Going for Goals	Good to be me	Relationships	Changes
	PSHE	Positive contributions	Relationships	Economic well-being/ financial capability	Keeping safe	Healthy Lifestyles/Drug awareness	Personal Safety
	Music	Hey You Correct way to play instruments. Whole class ensemble.	Christmas	In the Groove	Rhythm in the way we walk And Banana Rap	Round and Round	Reflect, Rewind, Replay
		<p><i>Skills addressed throughout the year –</i></p> <p><i>Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</i></p> <p><i>Perform with confidence cumulative songs (songs with a simple melody that changes each verse).</i></p> <p><i>Understand how sounds can be made in different ways and described using given and invented signs and symbols.</i></p> <p><i>Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</i></p> <p><i>Experiment with creating and copying musical patterns.</i></p> <p><i>Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.</i></p> <p><i>Begin to explore their feelings about music using movement, dance and expressive language.</i></p> <p><i>Develop an understanding that music has been composed throughout history.</i></p> <p><i>Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</i></p> <p><i>Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</i></p> <p><i>Play instruments musically.</i></p>					

	Computing Cross curricular- Multi-media/Word processing/ Graphics/Data	<u>Information Technology</u> • Use technology with support, to create, store and retrieve digital content such as text and images.	<u>Information Technology</u> • Use a simple search to find information or files.	<u>Computer Science</u> • Understand what algorithms are and develop strategies to help find bugs in them. • Make very simple programs. Develop understanding of how simulations work through exploring simple examples.	<u>Information Technology</u> Use technology with support, to create, store and retrieve digital content such as text and images.	<u>Information Technology</u> Use technology with support, to create, store and retrieve digital content such as text and images.	<u>Computer Science</u> • Understand what algorithms are and develop strategies to help find bugs in them. • Make very simple programs. Develop understanding of how simulations work through exploring simple examples.
		<u>Digital Literacy</u> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns. Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully. 					
	PE	See link to Fundamental Movement Skills Document					
Y2	Science <i>KS1</i> <i>'Fatter/Deeper questions'</i> <i>What if....?</i> <i>Observing with Equipment</i> <i>Simple tests</i> <i>Suggest/reason</i> <i>Gather/record data</i> <i>-Set up tests/experiments with several steps/more complex</i> <i>-Comparative/contrasting</i>	THE GROVE -POTATOES AND LEEKS -PLANT BULBS (ready for comparison with seeds and alpiners)			YEAR 2 PEBBLE GARDEN -Plant alpiners, seeds		
		 SEASONAL-HOW THE LENGTH OF THE DAY CHANGES (sun, moon, sunrise, sunset)  PLANTS DIARY/EVIDENCE BOOK					
		ANIMALS -Survival in different habitats (Polar Bear/Camel or other 'exotic'/jungle/safari)	HUMANS HEALTH AND GROWTH -Internal workings of the human body –skeleton, organs	MATERIALS -"USES OF..." – describe the simple physical properties of everyday materials	PLANTS -Growth- comparative investigations (dye), <i>recap on what they need...</i> "How does your garden grow?" Type of Bamboo 91cm a day!	LIVING THINGS AND THEIR HABITATS - -Nocturnal Animals	ANIMALS -Growth- food chains -Male/Female animals -Jungle animals and their young

	<p>-Devise, ask, answer questions</p>	<p>animals –deadly creatures!!</p> <p>-Recap the vocab of carnivores, herbivores omnivores</p> <p>-Adaptations</p> <p>-food chains</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast animals at first hand or through videos and photographs. • Describing how they identify and group them. • Grouping animals according to what they eat. • Using their senses. 	<p>-Looking after self, keeping healthy (hand-washing, teeth cleaning)</p> <p>Human survival – air, food exercise, sleep diary, personal hygiene</p> <p>(linked to PSHE)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Observing, through video or first-hand observation and measurement, how humans grow. • Recording their findings using charts. • Asking questions about what things animals [humans] need for survival & what humans need to stay healthy and Suggesting ways to find answers to their questions. 	<p>-compare and group on the basis of their properties</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); • Observing closely, • Identifying and classifying the uses of different materials, and • Recording their observations. • Thinking about unusual and creative uses for everyday materials. • Set up a comparative test to compare the features of different materials. 	<p>-Basic structure of a variety of common flowering plants and trees– label parts (compare seeds/flowers of common British flowers) (name the trees)</p> <p>-Germination/Bees-ongoing, plant wild flowers in garden</p> <p>-Recap deciduous/evergreen</p> <p>Skills:</p> <ul style="list-style-type: none"> • Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or • Observing similar plants at different stages of growth; Setting up a comparative test to show that plants need light and water to stay healthy 	<p>Skills:</p> <ul style="list-style-type: none"> • <i>Sorting and classifying things as to whether they are living, dead or were never alive.</i> • <i>Recording their findings using charts</i> • <i>Describing how they decided where to place things,</i> • <i>Exploring questions such as: ‘Is a flame alive? Is a deciduous tree dead in winter?’</i> • <i>Talking about ways of answering their questions.</i> • <i>Constructing a simple food chain that includes humans (e.g. grass, cow, human);</i> • <i>Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); Finding out how the</i> 	<p>-Body parts=structure of a variety of common animals; vertebrates/ Invertebrates</p> <p>-animals in the local environment (micro habitats- link with LH outdoor classroom)</p> <p>*Make final obs of plants (Bulbs, seeds, alpines)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast animals at first hand or through videos and photographs. • Describing how they identify and group them. • Grouping animals according to what they eat. • Using their senses.
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					conditions affect the number and type(s) of plants and animals that live there.	
Geography	<p>OCEANS AND CONTINENTS</p> <p>5 oceans Hot and Cold areas in relation to Equator/ Hemispheres</p> <p><i>Skills: communicate, use a range of maps/globes to locate.</i> <i>Locate land and see on maps.</i> <i>Ask simple geographical questions about the world and their environment.</i></p>		<p>COMPARE BURNLEY with areas in AUSTRALIA:-</p> <p>where they are in relation to the equator, landmarks on Arial photographs, physical and human features on maps and climate over time.</p> <p><i>Focus on Sydney/New South Wales, Burnley/Lancashire</i></p> <p><i>Skills: To use a range of maps and globes.</i> <i>To recognise landmarks and human and physical features.</i> <i>Ask simple geographical questions.</i> <i>Use basic geographical vocabulary.</i> <i>Use simple electronic maps.</i> <i>To use the zoom facility of digital maps.</i></p>		<p>ORIENTEERING</p> <p>Linked to the mapping of school – birds’ eye views of school.</p> <p>ORDANANCE SURVEY MAPS</p> <p>of Burnley/ Padiham etc – keys, birds’ eye view of classroom</p> <p><i>Skills:</i> <i>Use large scale maps and aerial photos of school and local area.</i> <i>Recognise simple features on a map.</i> <i>Recognise landmarks and basic human features on aerial photos.</i> <i>Draw simple maps.</i> <i>To know that symbols mean something on a map.</i> <i>To use and construct basic</i></p>	<p>Route on Google Maps from Home to School, use Digimap.</p> <p>Zoom in and out</p>

						<p>symbols in a map key. To look down on objects and make a plan.</p>
History		<p>GREAT FIRE OF LONDON 1666 Skills: order events in chronological order. Ask/answer simple questions. Recognise difference between past/present. Use different resources to gather information. To know where people and events fit into a chronological framework.</p> <p>Victorian Christmas at Gawthorpe Hall Skills: To identify some similarities and differences between their own present and aspects of the past. To identify similarities and differences between ways of life in different periods.</p>		<p>Florence Nightingale</p> <p>Skills: order events in chronological order. Ask/answer simple questions. Recognise difference between past/present. Use different resources to gather information. To know where people and events fit into a chronological framework.</p>	<p>WRIGHT BROTHERS</p> <p>Skills: order events in chronological order. Ask/answer simple questions. Recognise difference between past/present. Use different resources to gather information. To know where people and events fit into a chronological framework.</p>	

DT	HEALTHY COOKING <i>Making bread.</i> Design make and evaluate – technical knowledge Skills: Work safely and hygienically. Mix a range of ingredients. Know about the eat well plate. Understand where food comes from.	Sewing Making Christmas baubles Skills: Discuss their work as it progresses. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Select tools and materials.				PLAYGROUNDS Skills: Use drawings to record their ideas as they are developed. Add notes to drawings to help explanations. Explain which materials and tools they will use. Discuss how closely their finished product meets their own design criteria. Join materials in a variety of ways. Decorate using a variety of techniques. Know how to make a structure more stable.
Art	Kandinsky-painting			DRAWING AND PAINTING Observational drawings in plants. A range of artists (Learn about the great artists) – Colour, pattern, light, texture.... <i>Invite artists in to school</i>	Lowry	
						<p>Skills throughout each topic:</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush

		<p>is used to add detail'.</p> <ul style="list-style-type: none"> ▶ Adapt and make changes to their work and the tools they use as it develops. ▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture. 				
RE	Christianity	Christianity	Islam	Christianity	Hindu Dharma	
SEAL	New Beginnings	Say 'no' to bullying Getting On and Falling Out	Going for Goals	Good to be me	Relationships	Changes
PSHE	Positive contributions	Relationships	Economic well-being/ financial capability	Keeping safe	Healthy Lifestyles/Drug awareness	Personal Safety
PE	See link to Fundamental Movement Skills Document					
Music	Hands, feet, heart – Recorder World Play instruments musically. Follow standard notation and musical scores.	Christmas 	Glock Stage	I wanna play in a band	Zoo Time	Reflect, Rewind, Replay
		<p>Skills throughout each topic:</p> <ul style="list-style-type: none"> ▶ Play tuned and untuned instruments. ▶ Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without. ▶ Can start and finish together and can keep to a steady pulse. ▶ Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). ▶ Understand that music can be used for particular purposes and occasions. ▶ Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more. ▶ Begin to improve their own and others' work. ▶ Recognise and match sounds with pictures of different instruments. ▶ Explore a variety of vocal qualities through singing and speaking. ▶ Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. 				

		<p>▶ Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</p> <p>▶ Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p>					
Computing	<p><u>Information Technology</u></p> <p>Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</p>	<p><u>Digital Literacy</u></p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p>	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use algorithms and know that they can be implemented as programs on devices. • Know what debugging is and find errors in their programs. • Understand that programs execute by following a precise set of instructions. • Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs. • Use simple simulations and understand how they work. 	<p><u>Information Technology</u></p> <p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p>	<p><u>Information Technology</u></p> <p>Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</p>	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use algorithms and know that they can be implemented as programs on devices. • Know what debugging is and find errors in their programs. • Understand that programs execute by following a precise set of instructions. • Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs. • Use simple simulations and understand how they work. 	
							<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Know their responsibilities from their school's acceptable use policy and how to report any concerns they have. • Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help. • Begin to develop an understanding of the importance of computers and the internet to communicate. • Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas. • Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true.