

St George Curriculum Map 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	<ul style="list-style-type: none"> 21st September- Peace Day 1st October- National Poetry day October -Black History Month 	<ul style="list-style-type: none"> 31st October - Halloween 5th November- Guy Fawkes 11th November- Remembrance Sunday 14th November- Diwali 20 November – Universal Children’s Day 22– 22 November – Road Safety Week 	<ul style="list-style-type: none"> 6th January-21st February- Big School’s Birdwatch 21st February world mother tongue language day 30th January-6th - February- National Storytelling week 1st-7th February- Children’s mental health week 9th February- Safer Internet Day 16th February- Shrove Tuesday 17th February- Ash Wednesday and start of Lent 	<ul style="list-style-type: none"> 4th March- World book day 3rd March-World wildlife day 21st March-World poetry day 27th March -St Patricks Day 2nd April -Autism Awareness 12th March British Science week 4th April Easter 8th April- International Women’s Day 14th March -Mothers’ Day 15th April World Art Day 	<ul style="list-style-type: none"> 8th May migratory bird day 30 Days wild- June 5th June: World Environment Day 20th June -Fathers’ Day 	<ul style="list-style-type: none"> 30 Days wild- June 22nd June Windrush day
Inspirational individuals	Marjorie Lee Browne Mathematician	Ji Yong-Ho Artist/Sculptor	Spike Lee Director	Oprah Winfrey Talk Show Host Studied Communication	Jagadish Chandra Bose Botanist	Pele footballer
Learning Adventure	Healthy Animals Animal Lifecycles and Changes Mathematicians and Algorithms	Habitats Habitats /Where We Live	Materials Matter Sustainability /Imagination	Squash, bend, twist, stretch Global Citizenship Communication	Ready, Steady, Grow! Seeds and Growing	Growing and Changing Gardening and Allotments Sportspeople
Healthy Lifestyles (physical and mental health)	We are all unique and special. Staying safe and well (Covid 19 rules)	Anti-Bullying themes Road safety	Wellbeing and nature	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Water/sea safety	Caring for our environment and how it care for us.

<p>Key Quality Texts</p> <p>(May be adapted to suit interests of children. Some texts may be extended others omitted)</p>	<p>Wild by Emily Hughes</p> <p><i>Wild eyed with wonder, a small girl stares out from the cover of this picture book, the pupils of her eyes wide and luminous. Following a blissful early childhood, where she is depicted being taught to speak by a chorus of birds, catch fish to eat by a bear and her cubs, and play roughly by foxes, spinning in a whirl of snapping jaws, the unnamed child is discovered in the forest by 'some new animals.'</i></p>	<p>Moth by Isobel Thomas</p> <p><i>Evolution seen in microcosm through the story of the peppered moth – speckled and freckled and a master of disguise. The poetic text, written by a scientist, combined with mixed media illustrations, demonstrates how this creature has survived through adaptation, responding to natural change and human intervention in the environment, so that now there are both light and dark peppered moths.</i></p>	<p>HodgeHeg by Dick King Smith</p> <p><i>Max is a hedgehog who lives with his family in a nice little home, but it's on the wrong side of the road from the Park where there's a beautiful lily pond and plenty of juicy slugs, worms and snails! The busy road is dangerous but Max is determined to make his way across. If humans can do it, why can't hedgehogs? But he is involved in several car accidents; this leads to him becoming confused, calling himself a "Hodgeheg".</i></p>	<p>The Adventures of the Egg Box Dragon by Richard Adams</p> <p><i>Arts and crafts literally come to life when Emma brings home a dragon she has constructed from a range of materials – shiny bicycle reflectors, black bin liners, thick wire and, predominantly, cut up egg boxes. A night under the moon awakens the Egg Box Dragon who quickly becomes famous for his ability to find lost objects, eventually coming to the notice of the Queen. The comically expressive characters in Alex T. Smith's pictures operate in a mid-twentieth century setting in terms of fashion and furniture blended with colours and patterns suggestive of a fantasy world.</i></p>	<p>World Came to My Place Today by Doctor Jo Readman</p> <p><i>When George and Flora stay at home with Grandpa, he explains to them how the food they eat and many household materials are made from plants all over the world. The illustrations mix collage and photographs with boldly outlined figures, and a map at each end of the book shows where everything comes from.</i></p>	<p>How To Find Gold by Silvia Vivian Schwarz</p> <p><i>Anna is inspired to go on an adventure in search of gold and undeterred by the potential difficulties. Her friend Crocodile suggests the solutions to help them achieve this together. Anna is a spontaneous and strong girl character while Crocodile provides a steady hand (or should it be claw?) in a friendship between child and animal which is portrayed as perfectly natural. In the early pictures the two characters stand out in colour against the black and white of their everyday environment. Do they eventually find gold and what meaning does it have for them?</i></p>	<p>The Bee Who Spoke by Al MacCui</p> <p><i>Parisian Belle holidays with her family in the countryside, which she explores on the bicycle that belonged to her mother when she was a girl. Following a minor accident, she feels lost as she realises that she doesn't know the countryside the way she does her home in the city. She is rescued by a talking bee. The two share a remarkable adventure discovering the plants and animals that surround them, and Belle is amazed to learn just how nature works in harmony, whether in the countryside or the city</i></p>	<p>The Lonely Beast by Chris Judge</p> <p><i>Have you heard of the Beasts? No, not many people have. That's because they are very rare. This is the tale of one such Beast, whose determination to overcome his loneliness leads him to undertake a daring and dangerous quest to find others like him. Trekking over mountains and swimming under seas, he comes at last to a great city. There he finds many delights but sadly no Beasts, so he returns home, where a surprise awaits him</i></p>	<p>The Secret Sky Garden by Linda Sarah</p> <p><i>Funni loves hearing the planes and watching the sights from the abandoned airport car park, but she feels that something is missing. Over the course of the book, she transforms the abandoned area into a beautiful garden and with it, discovers a new friend. A wonderful story sharing the impact small actions can make on a community and on ourselves and one that could be used to encourage children to value and consider how to improve their own environment. Illustrator Fiona Lumbers uses colour and layout cleverly to chart the transformation from urban desolation to a sumptuous explosion of nature</i></p>
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English	<p>WILD</p> <p>Character Description Thought bubbles Writing in role Persuasive writing Picture book making</p> <p>empathise with characters and their issues and dilemmas</p> <p>To engage with illustrations to explore and recognise the added layers of meaning</p> <p>To create a picture book based on children's own creative story ideas</p>	<p>MOTH</p> <p>enjoy an increasing range of texts</p> <p>know that information can be retrieved from a variety of sources</p> <p>sustain listening, respond with relevant comments and questions</p> <p>communicate for a range of purposes and audiences</p> <p>Use language structures and vocabulary influenced by books</p> <p>write for meaning and purpose in a variety of non-narrative forms</p> <p>present information in a range of ways,</p>	<p>HODGEHEG</p> <p>draw on information they already know</p> <p>Visualise a text, noticing the impact of vocabulary in description</p> <p>Discuss events and act out relate to own experiences</p> <p>Discuss characters and events and express opinions</p> <p>Creative writing collaborative storywriting</p> <p>Create a non-fiction text</p> <p>identify some effective features of non-fiction texts</p>	<p>EGG BOX DRAGON</p> <p>To engage children with a story with which they will empathise.</p> <p>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</p> <p>To develop creative responses to the text through responding to reading, drama and artwork.</p> <p>To write in role in order to explore and develop empathy for a character.</p> <p>To write with confidence for real purposes and audiences.</p>	<p>WORLD CAME TO MY PLACE</p> <p>Read for retrieval</p> <p>Notice how non-fiction texts are organised</p> <p>Explain clearly what is read</p> <p>Compare non-fiction texts</p>	<p>HOW TO FIND GOLD</p> <p>To talk confidently about a picture book and respond to it in a range of ways</p> <p>To explore important themes of courage, friendship, perseverance and determination</p> <p>To explore the story through a variety of teaching approaches including artwork, drama and roleplay</p> <p>To engage in oral storytelling and bookmaking</p> <p>To write in role from more than one perspective</p> <p>To reflect on reading through keeping a reading journal</p>	<p>THE BEE WHO SPOKE</p> <p>Advisory notes</p> <p>Annotation Diary entry</p> <p>Documentary script Information booklet or poster</p> <ul style="list-style-type: none"> ☑ Instructions ☑ List poetry ☑ Persuasive note and letter ☑ Poetry ☑ Questions and suggestions ☑ Recipes ☑ Role on the Wall ☑ Story writing ☑ Speech and Thought Bubbles ☑ Writing in role 	<p>LONELY BEAST</p> <p>To discuss themes and issues that arise in this touching story, making connections with their own lives</p> <p>To explore and develop ideas through talk and to listen to each other's responses</p> <p>To develop creative responses to the text through drama, play and artwork</p> <p>To write in role in order to explore characters and events</p> <p>To compose and perform own poetry</p> <p>To write a newspaper article in role as a fictional character</p> <p>To write a short story following a known narrative</p> <p>To reflect on reading through keeping a reading journal</p>	<p>SECRET SKY</p> <p>To explore, interpret and respond to a picturebook</p> <p>To explore narrative setting, plot and characters</p> <p>To talk confidently about a text and respond to it in a range of ways through a variety of teaching approaches including artwork, drama and role-play</p> <p>To broaden understanding and use of appropriate vocabulary across the curriculum</p> <p>To explore important themes of courage, friendship, perseverance and determination</p> <p>To write in role from more than one perspective</p> <p>To write short recounts from fictional and personal experiences</p> <p>To sequence events to write a short narrative based on a known model</p> <p>To engage in oral storytelling and bookmaking</p>

<p>Learning in the community</p>	<p>Organise and advertise a book sale and decide what to do with funds raised</p> <p>Children can explore ways of looking after animals in their local area; making moth feeders and houses, collecting animal tracks etc.</p>	<p>How can we encourage and support wildlife in our local community? Wild spaces Seaford How do we safely cross the road? Who helps to keep us safe?</p>	<p>Find out about local producers of eggs and write a letter to find out about it (Dymock Farm / Elijah)</p>	<p>Ask a member of your own family to name and describe a good friend</p> <p>Find out about teachers in your school who have used resilience to achieve something</p>	<p>Go on a senses walk – refer to the Eastbourne Mencap arts organisation discuss their work and understand that people with disabilities are valued members of our community</p>	<p>What is special about our school our town? How can we celebrate it? Set up a plant shop for the school community</p>
<p>Science Working scientifically (taught throughout):</p> <p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help answer questions.</p>	<p>Autumn 1 – Animal Life Cycles Healthy Animals</p> <p><i>Hatch eggs and study the life cycle of butterflies and moths. Build understanding that exercise makes the heart work harder and that it is an essential part of a healthy lifestyle. Find out about healthy lunch box foods before designing and sharing your own snack.</i></p> <p>Animals, including humans (2AH)</p> <p>i) notice that animals, including humans, have offspring which grow into adults ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) iii) describe the importance for humans of exercise, eating the right amounts of</p>	<p>Autumn 2 - Animal Life Cycles Habitats</p> <p><i>How can we work out what's alive and what's not? Collect specimens and sort them into categories. Investigate habitats and food chains. Design and make a bug hotel made up of different microhabitats to encourage a variety of creatures you can investigate!</i></p> <p>Living things and their habitats (2LvH)</p> <p>i) explore and compare the differences between things that are living, dead, and things that have never been alive ii) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>Spring 1 – Uses of Everyday Materials Materials Matter</p> <p><i>Explore the useful properties of materials with a range of investigations involving absorbency and flexibility. Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it.</i></p> <p>Uses of everyday materials (2UEM)</p> <p>i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ii) find out how the shapes of solid objects made from some materials can be changed by</p>	<p>Spring 2 – Uses of everyday Materials Squash, bend, twist, stretch</p> <p><i>In this block, explore a range of materials through investigations and explorations. Work on ways to test materials for elasticity and flexibility and find out which paper is the strongest. Work in small groups to design and make a paper bridge to hold a toy car.</i></p> <p>Uses of everyday materials (2UEM)</p> <p>i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Summer 1 – Plants Ready, Steady, Grow!</p> <p><i>Explore the world of seeds in this unit: learn why plants disperse their seeds and the various clever ways in which they do this. Plant cress seeds and grow a bean using hydroponics – watch and record what happens to them. Using various art and design techniques, make and model your own seeds and finally enjoy the fruits of your labours!</i></p> <p>Plants (2P)</p> <p>i) observe and describe how seeds and bulbs grow into mature plants. ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Summer 2 – Habitats Gardens and Allotments</p> <p><i>Have you ever wondered what home-grown foods might taste like? In this block, you will create a class allotment, grow and nurture your own plants by watering and introducing useful mini-beasts, understand how food chains work and understand that energy from the Sun is passed through each link in a food chain. In the final session you will sample some of the food you have grown and share this and an enlightening food chain dance with a group of visitors.</i></p> <p>Plants (2P)</p> <p>i) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ii) identify and name a variety of plants and animals in</p>

	different types of food, and hygiene		squashing, bending, twisting and stretching		their habitats, including microhabitats. iii) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Geography	<p>MOTH: Children could explore maps to locate the variants of peppered moth, using positional and directional language and look at units of measure in measuring distances between there and the UK.</p> <p>Conduct associated geographic and environmental studies of their local area and those further afield; in the UK and across the world, for example map work connected with the natural habitats of moths, the impact of pollution on the local and global environment.</p> <p>WILD: Investigate the difference between the forest and the town. Debate: Where would you rather live and why?</p> <p>Hodgeheg: identify countries across the globe with similar climate that also have hedgehogs understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Find out where materials come from. Use maps and directional language to describe the route that materials take to arrive in our homes.</p> <p>Use maps with a key to illustrate different counties that produce specific materials</p> <p>Name hot/cold areas of continents</p> <p>Name continents and oceans on a world map</p> <p>investigate and describe the climate and the physical features of treasure islands.</p> <p>name continents and oceans of the world in which they might seek and find treasure.</p> <p>map Anna and Crocodile's journey in the story using simple plans, maps, symbols and imagined aerial images.</p> <p>Children can follow maps</p>	<p>Recognise key characteristics of the 4 countries in the UK and name their capital cities</p> <p>Be able to locate Seaford on different maps and atlases including interactive</p> <p>use language and vocabulary of physical and human geography, e.g.: city, town, village, airport, car park, dumping, fly tipping, littering, community, green space, park, soil, weather, vegetation, habitat, environment.</p> <p>compare urban and rural environments, discuss how to create a balance between providing for the human inhabitants and sustaining and developing local wildlife.</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		
Art	<p>MOTH: draw from observations of wildlife as well as in expressing themselves and responding to the text and illustrations in the book. They will also use photography to support their field work</p> <p>Learn and appreciate the work of artists – both past and contemporary – who explore nature in their work. Children can describe the similarities and differences between different practices and disciplines and make links to their own work. • Use natural objects as a stimulus for polyblock printing.</p> <p>HodgeHeg: printing footprints</p>	<p>Look at illustrator Alex T. Smith https://www.bbc.co.uk/events/ezmhj5</p> <p>draw a range of different characters inspired by different animals, toys or models. discuss how he conveys emotions through his illustrations. How does he use eyes, eyebrows, noses, and mouths to show a range of different emotions?</p> <p>Are the facial expressions naturalistic, exaggerated, simplified? What is the simplest 'face' sculpture that you can make? Which materials will you use?</p>	<p>Draw from imagination and observation. What would the world look like if you were a bee?</p> <p>As the capital of England, London has been an inspiration for many composers.. Start with a version of London that the children will more immediately recognise, such as in London by Hamzaa: https://www.youtube.com/watch?v=DJ4Tqux5vbK and talk about what the song and video captures about the city, what it makes them think about and how it makes them feel.</p>		

	<p>Look at sculptures by Ji Yong-Ho describe the way they look. Draw a hedgehog choosing techniques that will create a similar appearance/style</p>		<p>Use this video and music to create a large mural about London. Create something similar for Seaford. What would be different? What could be the same?</p>
<p>Design and Technology:</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products</p> <p>Evaluate Evaluate their ideas and products against design criteria</p>	<p>WILD: Using only natural materials, design and make: o a comfortable bed in the wood for the girl o a toy for the girl to play with</p> <p>MOTH: create their own non-fiction texts, using digital media platforms as well as publishing through paper engineering and bookmaking. (use sliders/pop up)</p> <p>HODGHEG: Design a machine that would help hodgeheg to cross the road more safely</p>	<p>EGG BOX DRAGON build dragons, exploring how they can be made stronger, stiffer and more stable and (if the children want the dragon’s arms, mouth or wings to move) explore and use mechanisms in their products design and make a tea party for the queen</p>	<p>Bee who could talk: Design and create a bee costume using textiles, Think about how to make it stronger</p> <p>Secret sky garden Investigate how to make a kite like Funnior Zoo’s. https://www.countryfile.com/how-to/crafts/how-to-make-a-kite/</p> <p>design their kites to reflect their own characters. Evaluate and enhance their designs, investigating the effects of, for example: changing the size or shape /type of paper /adding a tail / making the string longer or shorter</p>
<p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-</p>	<p>Wild <ul style="list-style-type: none"> ☑ Listen to woodland inspired music, for example: <ul style="list-style-type: none"> o On Hearing the First Cuckoo in Spring by Frederick Delius o The introduction to Benjamin Britten’s opera Paul Bunyan o A Midsummer Night’s Dream by Mendelssohn and Britten ☑ Create a music score for the story, a setting, or the girl’s emotional journey </p>	<p>Egg Box Dragon listen to a range of music composed to imply magic and mystery. explore a wide range of sounds created by tuned and untuned instruments before deciding in their group what the most appropriate sounds and instruments are. develop an arrangement of sequential or overlapping sounds that could be practiced and repeated. recorded digitally. produce their own graphic scores as a kind of storymap for the music – a set of visual instructions showing how to play their composition. Graphic score example from: https://misswatt.wordpress.com/2014/10/13/what-are-graphic-scores/</p> <p>How to find Gold create soundscapes linked to key events in the storytelling and to evoke atmosphere in retelling this story and other quest tales. explore percussion and tuned instruments to enhance performance readings.</p>	<p>Lonely Beast compose, make and combine sounds musically to represent The Beast’s experience of swimming underwater / walking along the sea bed. watch jellyfish or other sea life then compose and create music to represent the movement. Listen to or create a music score for The Beasts’ party. What sort of music do Beasts like?</p> <p>Secret sky garden work in pairs, investigating a range of tuned and untuned instruments and coming together to perform city soundscapes as Funnior and Zoo do at the end of the story, creating ‘a whole city of sounds.’</p> <p>. Listen to a range of music inspired by London. Investigate what children think the composers have captured about the city. Start with a version of London by Hamzaa: https://www.youtube.com/watch?v=DJ4Tqux5vbk They make pick out links with the themes of friendship and the environment in The Secret Sky Garden create their own compositions about their home village, town or city, Listen to London Olympics Opening Ceremony, which showcases a range of music through the ages: https://www.youtube.com/watch?v=4As0e4de-rl</p>

related dimensions of music						
Mathematics	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction 	<ul style="list-style-type: none"> • Measurement: Money • Number: Multiplication and division 	<ul style="list-style-type: none"> • Number: multiplication and Division • Statistics • Geometry: Properties of shape 	<ul style="list-style-type: none"> • Number Fractions • Measurement: length and height • Consolidation 	<ul style="list-style-type: none"> • Position and direction • Problem solving and efficient methods 	<ul style="list-style-type: none"> • Measurement: time • Measurement: Mass, capacity and Temperature • Investigations
PE Subject to change due to COVID 19 Secure provision	<ul style="list-style-type: none"> • Real PE • Games- Throwing and Catching 	<ul style="list-style-type: none"> • Real PE • Games- throwing, catching and ball work 	<ul style="list-style-type: none"> • Real PE • Group and Invasion games 	<ul style="list-style-type: none"> • Real PE • Gymnastics 	<ul style="list-style-type: none"> • Real PE • Dance 	<ul style="list-style-type: none"> • Real PE • Team games • Fielding/striking
R.E (come and See)	<p>Beginnings God at every beginning</p> <p>Signs & symbols Signs & symbols in Baptism</p> <p>Preparations Advent; preparing to celebrate Christmas</p> <p>Judaism- Prayer/home- Shabbat the day for God, the day or rest.</p>		<p>Books The books used in Church</p> <p>Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus</p> <p>Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life</p> <p>Spirituality Week</p>		<p>Spread the word Pentecost a time to spread the Good News</p> <p>Rules Reasons for rules in the Christian family Sacrament of Reconciliation</p> <p>Treasures God's treasure; the world</p> <p>World religions</p>	
PSHE / EPR	<p>Theme 1: Created and Loved by God:</p> <p>Religious understanding of the human person: loving myself</p> <p>Me, my body and my health</p> <p>Emotional well-being and attitudes</p> <p>Life cycles and fertility</p>		<p>Theme 2: Created to love others:</p> <p>Religious understanding of human relationships: loving others</p> <p>Personal Relationships</p> <p>Keeping safe and people who can help me</p>		<p>Theme 2: Created to love others: Keeping safe and people who can help me</p> <p>Personal Relationships</p> <p>Theme 3: Created to live in community (local, national and global): Religious understanding of the importance of human Communities living in the wider world</p>	
Computing E-Safety will be taught continuously throughout the year	<p>Mathematicians</p> <p><i>Learn about the key figures of Ada Lovelace and Alan Turing and learn about the fields of mathematics in which they worked. Compare modern-day and older technologies for calculating and programming and create a model mathematical function machine. Photograph patterns in the environment,</i></p>		<p>Communicators</p> <p><i>Meet William Caxton and Tim Berners-Lee and discover how they both changed the way we communicate. Journey back through time to discover how people recreated and printed text in the past. Try out a variety of ways to reproduce your writing for mass consumption. Create edible illuminated</i></p>		<p>Sports People</p> <p><i>Learn about the lives and achievements of the athletes Jesse Owens and Ellie Simmonds, including typical days in their lives. Learn about the key changes and developments in sport from 1936 to the present, take part in exercises and organise an alternative Olympics – The Vegetable Olympics! Plan this event, present ideas, make</i></p>	

	<p><i>use and create algorithms for common daily tasks. Finally, create and de-bug algorithms to solve 'Bee-Bot' problems.</i></p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully and to purposefully create, organise, store, manipulate and retrieve digital content. • Understand what algorithms are. • Understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. 	<p><i>manuscripts and your own printing press. Go on to create an online blog or website.</i></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the form of a book review blog/website. • Recognise common uses of information technology beyond school such as book review sites. 	<p><i>vegetable Olympic flags, participate in the grand event and develop a final victory parade.</i></p> <ul style="list-style-type: none"> • Be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.
<p>History</p>	<p>ADA LOVELACE ALAN TURING Marjorie Lee Browne</p> <p>Know where the people and events studied fit within a chronological framework. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Ask and answer questions. Explore changes within and beyond living memory.</p> <p>Compare modern with older methods of programming.</p>	<p>William Caxton and Tim Berners-Lee</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements in communication.</p> <ul style="list-style-type: none"> • Compare aspects of life in different periods through the comparison of significant individuals and developments in communication. • Order methods of communication (and associated key people) through time, and identify the pros and cons of each method. • Learn that in the past texts had to be handwritten. 	<ul style="list-style-type: none"> • Ellie Simmonds and Jesse Owens. <p>Be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Investigate how athletes are changing. • Sort images of technology and facts from different eras. • Learn about the origins of the Olympics. – (significant event) • Pele Foundation for ending poverty