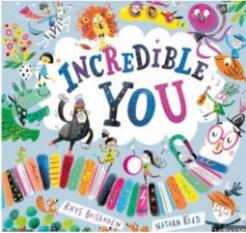
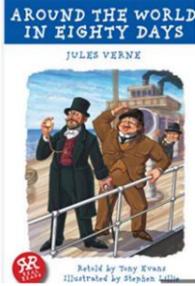
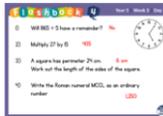
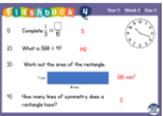
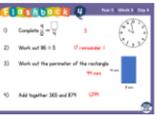
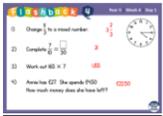
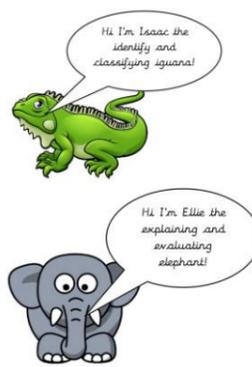
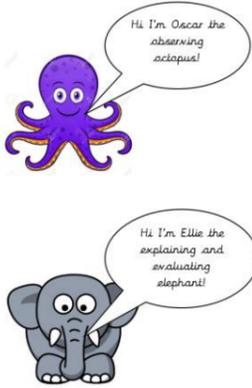
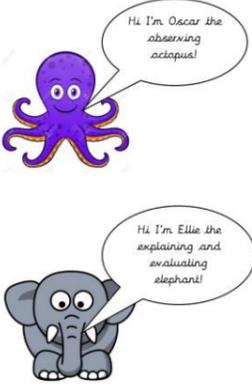
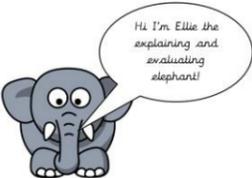
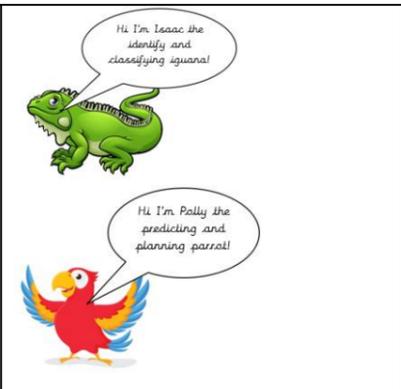
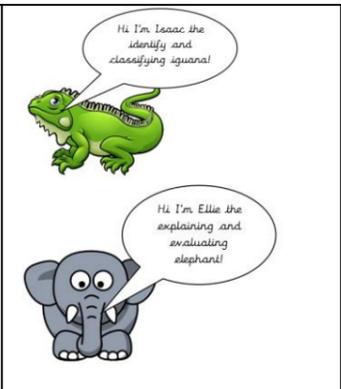
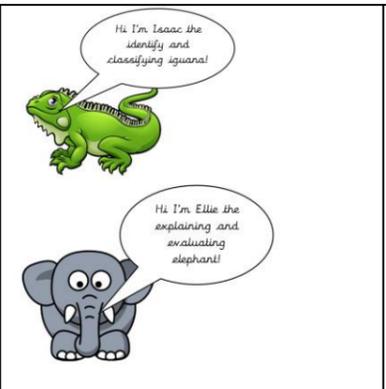
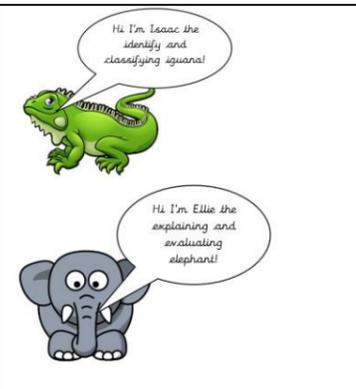
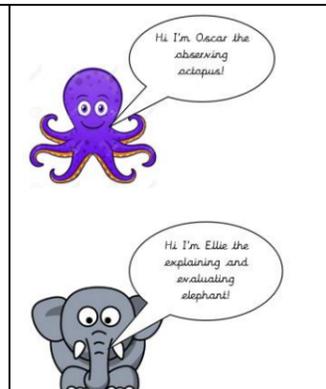
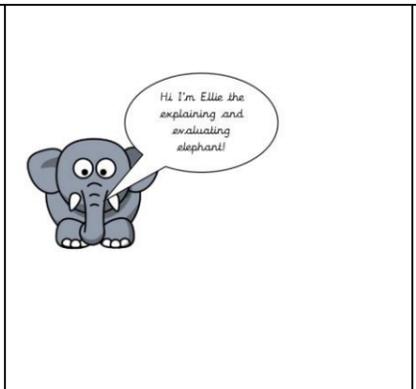


## Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 5	Theme: Around the world II	Term: spring 2	British Value: individual liberty	Root of Learning: thinking for ourselves		
<b>Hook day :</b> Web quest of Asia <b>Outdoor Learning Opportunities:</b> biomes (session 1) growing crystals (session 2)						
Week	1 20.2.23	2 27.2.23 World book week assessment week	3 6.3.23 11.3.23 5s outdoor learning am	4 13.3.23 13.3.23 5p outdoor learning 18.3.23 swimming gala	5 20.3.23 20.3.23 reports out	6 27.3.23 27.3.23 5p outdoor learning 31.3.23 5s outdoor learning 27.3.23 parents eve week 30.3.23 drama club performance
<b>English (together)</b> Mrs Williams Miss Heathcote Miss Yates <b>Text:</b> Incredible you   <b>Class Reader:</b> Around the world in 80 days <b>Text type:</b> advert (text to pursue ) A self affirmation for your worst day. 	hot task and hotter task from week 6  5S - editing skills focus	Assessment week  GPS Reading	<b>Phase 1 – Immerse</b>  <b>task one</b> - story map retell and learn  <b>task 2-</b> chalk/ pastel incredible _____ poster (utilising the PSHCE)  <b>task 3-</b> treat book as a poem and extend  <b>task 4-</b> Who am I paragraph-shared/ guided write	<b>Phase 2 - Reading like a Writer</b> <b>WAGOLL and Success Criteria</b>  WAGOLL - why Amlia Earhart was amazing (link to women history)  <b>Task 1</b>  reading comprehension featuring VIPERS of WAGOLL  <b>Task 2</b>  Cut up and order the intro and conclusion section. How do you know?  Identify key features of a persuasive text  - Flattery, rhetorical questions, threats, rule of 3 etc	<b>Phase 3 - Writing like a reader</b>  <b>GPS – relative clauses 5P</b>  <a href="https://teachers.thenational.academy/lessons/subordinate-clauses-64w3ac">https://teachers.thenational.academy/lessons/subordinate-clauses-64w3ac</a>  <b>GPS - Parenthesis with brackets (Use of commas for clarity) 5S</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zhpt7yc">https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zhpt7yc</a>	<b>Phase 4: Hot task:</b>  <b>Hotter task:</b>
<b>Speaking and Listening Opportunities</b> Mrs Williams Miss Heathcote Miss Yates	editing work read aloud and peer editing  art- Discuss the symmetry and repetition of the artwork. Explain this is why it was (and still is popular) in the Victorian era as wallpaper.  spanish oracy focus  communication focus in PE	reasoning work in science  spanish oracy focus  communication focus in PE	retell story and perform / pair work  spanish oracy focus communication focus in PE	Amelia earhart WAGOLL explain  spanish oracy focus	Nelly Bly explain and present why a hero  reasoning work in science  spanish oracy focus	Amazing me persuasion  spanish oracy focus
<b>Spelling</b> Mrs Williams Miss Heathcote  Follow the NoNonsense Spelling Scheme	<b>Controversy</b> <b>convenience</b> Homophones	<b>correspond</b> <b>criticise</b> Homophones	<b>desperate</b> <b>determined</b> ible/able	<b>disastrous</b> <b>embarrass</b> ible/able	<b>environment</b> <b>#equipment</b> recap	

<p><b>Reading</b> Mrs Williams Miss Heathcote Miss Yates</p> <p><b>VIPERS texts</b></p>	<p><b>Fiction text</b> <b>Around the world in 80 days</b> Vocabulary Inference Inference Prediction</p>	<p>reading test</p>	<p><b>Poetry</b> <b>narrative poem</b> <b>The Walrus and the carpenter</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise</p>	<p><b>Fiction text</b> <b>Around the world in 80 days</b> Vocabulary Inference Inference Prediction</p>	<p><b>Non-fiction text</b> <b>Nellie Bly - Autobiography</b> <b>Twinkl</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise</p>	<p><b>Poetry</b> <b>narrative poem</b> Free verse Vocabulary Retrieval / explanation Retrieval / explanation Summarise</p>	
<p><b>Maths</b> (Miss Yates )</p> <p>complete Addition and Subtraction multiplication and division</p> <p>Fluency Varied Fluency Reasoning Problem solving (test style q's)</p>	<p>cube numbers multiply by 10, 100 and 1000 divide by 10,100,1000</p>	<p>multiples of 10, 100, 1000 multiply 4 digit by 1 digit Multiply 2 digits using an area model</p>	<p>Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits</p>	<p>divide 4-digits by 1-digit Divide with remainders</p>			
<p><b>Maths</b> (Miss Heathcote)</p> <p>Fluency Varied Fluency Reasoning Problem solving (test style q's)</p>	<p><b>Multiplication and Division</b></p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p><b>Fractions</b></p> <p>Pre- learn Fraction Journey 1 To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p><b>Fractions</b></p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p><b>Improper and mixed fractions</b></p> <p>To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number.</p> <p><b>Whiterose small steps:</b> Improper fractions to mixed fractions.  Mixed fractions to improper fractions.</p>	<p><b>Mixed to improper fractions</b></p> <p>To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number.</p> <p><b>Whiterose small steps:</b> Improper fractions to mixed fractions.  Mixed fractions to improper fractions.</p>	<p><b>Comparing and ordering fractions</b></p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p><b>Whiterose small steps:</b> Compare and order fractions less than 1.</p>	
<p><b>Maths</b> (Mrs Williams)</p> <p>Fractions Fluency Varied Fluency Reasoning Problem solving (test style q's)</p>	<p>Year 5 Fractions – Number Sequences – Lesson 5</p>	<p>Year 5 Fractions – Compare and Order Fractions Greater than 1 – Lesson 6</p>	<p>Year 5 Fractions – Add and Subtract Fractions – Lesson 7</p>	<p>Year 5 Fractions – Add Fractions with Different Denominators – Lesson 8</p>	<p>Year 5 Fractions – Add 3 or more Fractions – Lesson 9</p>	<p>Year 5 Fractions – Add Fractions – Lesson 10</p>	

<p>Arithmetic, Spiral Starters and LBH Mrs Williams Miss Heathcote Miss Yates</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Number sequences with fractions</p> <p><b>LBH</b> Telling and converting the time</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Number sequences with fractions</p> <p><b>LBH</b> Telling and converting the time</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Number sequences with fractions</p> <p><b>LBH</b> Equivalent fractions, percentages and decimals</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Order Fractions whose denominators are all multiples of the same number.</p> <p><b>LBH</b> Equivalent fractions, percentages and decimals</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Order Fractions whose denominators are all multiples of the same number.</p> <p><b>LBH</b> Times tables</p>	<p><b>Spiral</b></p>  <p><b>Arithmetic</b> Order Fractions whose denominators are all multiples of the same number.</p> <p><b>LBH</b> Times Tables</p>	
<p>Science Mrs Williams</p>	<p><b>Properties and changes of materials</b></p> <p>Lesson 5 Skills:</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Lesson 2 Skills:</p>	<p>Lesson 6 Skills:</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Lesson 3 Skills:</p>	<p>Lesson 7 Skills</p>  <p>Hi I'm Oscar the observing octopus!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: To demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Lesson 4 Skills:</p>	<p>Lesson 7 continued Skills</p>  <p>Hi I'm Oscar the observing octopus!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: To demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Lesson 5 Skills:</p>	<p>Lesson 7 Skills</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Lesson 6 Skills</p>	<p>Knowledge Review</p> <p>Lesson 7 Skills</p>	
<p>Miss Heathcote</p>							

	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	 <p>Hi I'm Oscar the observing octopus!</p> <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>LO: To demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>LO: To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Knowledge Review</p>	
<p><b>Geography</b> Miss Heathcote Miss Yates</p>	<p><b>Locational knowledge-</b> To identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>task 4</b> use lines of latitude to write coordinates or locations and from ships log</p> <p><b>task 5</b> time zone if its x in london its ___ in rio etc Website to track timezones - 'Who celebrates New Year first?' <b>computing across the curriculum</b> earth facts plenary/spiral <b>spiral</b>-Remember your work from science about night and day- what do you remember ?</p> <p><b>Hook question - when can Eve call her uncle chris?</b> <b>key vocab</b></p> <ul style="list-style-type: none"> <li>● capricorn</li> <li>● cancer</li> <li>● greenwich</li> <li>● latitude</li> <li>● southern</li> <li>● northern</li> <li>● west</li> <li>● hemispheres</li> </ul>	<p><b>Human and Physical Geography-</b> Identify and describe the main human and physical characteristics of Asia. <b>Place knowledge-</b> Understand some of the reasons for geographical similarities and differences between countries. Begin to understand and explain geographical diversity across the world.</p> <p>focus in on asia time zones- what info can be gleaned- discuss capital cities and countries- ref back to map. define human and physical feature</p> <p><b>spiral:</b> human and physical features of asia sorting cards</p> <p><b>task 1</b> <b>computing across the curriculum-</b> asia web quest - i pads track info on mindmaps. journals (<b>spiral</b> learning throughout)</p> <p><b>key vocab:</b></p> <ul style="list-style-type: none"> <li>● human and physical features.</li> <li>● asia</li> <li>● seasons</li> <li>● climate</li> <li>● capital city</li> <li>● kilometre</li> <li>● tourists</li> <li>● migration</li> <li>● distance</li> </ul>	<p><b>Human and Physical Geography</b> <b>Describe</b> and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p><b>Biomes</b> <b>Task 1</b> What is a biome? definition <b>task 2</b> sort types of biome- mind map and illustrate (use vipers text from ap 1 to support) using sort act as label source <b>task 3</b> World biome map</p> <p><b>(Outdoor learning create a biome)</b></p> <p><b>climate zones</b> <b>Task 1</b> where are the climate zones colour and label with key features <b>task 2</b> which climate zone table ?</p> <p><b>plenary</b> compare biomes map and climate zone map- spot the difference true or false <b>vegetation and its variations are dictated by the climate zone of an area</b> <b>writing</b></p>				

	<ul style="list-style-type: none"> <li>• east</li> <li>• lines</li> <li>• longitude</li> <li>• degrees northern</li> <li>• coordinates</li> <li>• meridians</li> <li>• equator</li> <li>• letters</li> <li>• minutes</li> </ul>					
<b>History</b>						
<p><b>Art</b> Printing – William Morris</p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul> <ul style="list-style-type: none"> <li>• Use polystyrene tiles and printing ink to layer patterns and create relief prints using 2 layers of colours, commenting on the effect created.</li> </ul> <p>Presentation piece: To create a piece of William Morris inspired pattern to print onto fabric to create a camouflage sheet for Kensuke's Kingdom</p>	<p><b>computing across the curriculum</b> Discuss the symmetry and repetition of the artwork. Explain this is why it was (and still is popular) in the Victorian era as wallpaper. Show them how to use the app (<b>Reflection APP</b>) to reflect and repeat their painting from last week.</p> <p>Task 4: use the app to create a repeating image from last week. The will need to upload photo, manipulate into position, screen shot and save image, then re-upload into app. Repeat as many times as needed to create design.</p>	<p>To apply tracing skills from patterns created last week in sketch books to transpose onto a polystyrene tile</p> <p>Task: 5</p> <p>Children to create a printing blocks using polystyrene and marking tools and experiment using them in their sketch books.</p>	<p>Task 6</p> <p>Masterpiece- apply all skills taught to print onto a piece of fabric. Each child will create their own piece of fabric which will then all be attached to each others to create a large tarpaulin style sheet to create a William Morris inspired camouflage shelter, which could be used on Kensuke's island.</p>	<p><u>DT - Lesson One</u></p> <p>L.O: Confidently explain the function of the Eatwell Plate. Recognise and understand that some nutrients contribute to a healthy and balanced diet.</p>	<p><u>DT - Lesson Two</u></p> <p>L.O: Understand where food comes from and how it is reared/ processed to get it from farm to plate. Begin to understand that seasons may affect food availability. Understand some of the ethical dilemmas and social influences on the food we choose to eat (e.g. ethics, social media).</p> <p><b>QR code hunt</b> (to find out about sustainable foods) <b>computing across the curriculum</b></p>	<p><u>DT - Lesson Three</u></p> <p>L.O: Design a food product without using a heat source using a range of cooking techniques.</p>
<b>Design Technology</b> Miss Heathcote Mrs Williams						
<p><b>Spanish</b> Animals</p> <p>Miss Heathcote Mrs Williams</p>	<p><u>Spanish</u></p> <p>To begin using numbers up to 100 in speech.</p> <p>To work out simple calculations with numbers up to 100.</p>	<p><u>Spanish</u></p> <p>To be able to say the numbers to 100 in Spanish. (Re-cap).</p> <p>To begin to understand and use the word 'hay'..</p>	<p><u>Spanish</u></p> <p>To begin to be able to say some common farmyard animals.</p> <p>To pronounce the double 'r' correctly.</p>			

## Sandal Primary School Medium Term Planning and Weekly Overview

	<p>Oral recall and transcription of a range of sentences including numbers.</p>	<p>To listen to a story in Spanish and recognise the numbers and familiar vocabulary within it.</p> <p><a href="https://www.thespanishexperiment.com/stories/threepigs">https://www.thespanishexperiment.com/stories/threepigs</a></p>	<p>To use the correct article.</p> <ul style="list-style-type: none"> <li>● Los animales - animals</li> <li>● El Pollito – chick</li> <li>● El Gallo – cockerel</li> <li>● La Gallina – hen</li> <li>● El Pollo – chicken</li> <li>● La Pavo – turkey</li> <li>● La paloma – dove/pidgeon</li> <li>● El gato – cat</li> <li>● El perro – dog</li> <li>● La cabra – goat</li> <li>● El cordero – lamb</li> <li>● La vaca – cow</li> <li>● El toro – bull</li> <li>● La granja – farm</li> </ul>				
<p><b>Swimming</b> Miss Heathcote Mrs Williams</p>	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p> <p><b>SWIMMING GALA - 18/3/23</b></p>						
<p><b>P.E</b> <b>Tag Rugby</b> White rose Miss Heathcote Mrs Williams</p>	<p>I can pass accurately when standing still whilst using communication.</p> <p>I can safely and sensibly put my own tag belt and tags on without assistance.</p> <p>I can confidently carry the ball with two hands whilst using good evasive skills (dodging/weaving/side stepping).</p>	<p>I can pass accurately whilst walking using communication.</p> <p>I can tag players at the top of the tags. Explain key words and rules including offside and a forward pass.</p>	<p>I can pass accurately whilst jogging using effective communication.</p> <p>I can explain why I must tag the players at the top of the tags.</p> <p>I understand what passing backwards means.</p>	<p>I can explain why we use effective teamwork skills in attack to keep the ball.</p> <p>I can explain why we use teamwork in defence to be successful whilst tagging other players.</p> <p>I can make quick decisions when attacking and defending in our small sided games.</p>	<p>I can make quick and accurate decisions whilst using tactics in small sided games.</p> <p>I can confidently participate in a game of tag rugby with knowledge of most rules and skills</p> <p>I can use my kicking skills effectively in small sided games.</p>	<p>I can confidently participate in a game of tag rugby with knowledge of all rules and skills that we've learnt.</p> <p>Accurately demonstrate and explain our passing/evasive/kicking/catching skills we've learnt.</p>	

## Sandal Primary School Medium Term Planning and Weekly Overview

<p><b>Music</b></p>	<p><b>Unit 5: Introduction to Bollywood</b></p> <p>(Instrumental lessons - JSax)</p> <p>Learning about the history and key features of Bollywood music and performing Bollywood dance moves.</p>	<p><b>Lesson 1: India</b></p> <p>Learning and understanding the history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practising staff notation and performing a film sequence using instruments.</p> <p><b>Learning Objectives:</b> To understand the history and key features of Bollywood films</p> <p><b>National curriculum:</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music, instruments and movement.</p>	<p><b>Lesson 2: Cityscape</b></p> <p>Listening to the song 'Jai Ho' from the film Slumdog Millionaire, children identify ambient sounds and the effect they have on the piece of music, before creating their own sound effects using their voices, bodies and untuned instruments.</p> <p><b>Learning Objectives:</b> To understand how ambient sounds can be used to enhance a film score.</p> <p><b>National curriculum</b></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble.</p>	<p><b>Lesson 3: Indian fantasy</b></p> <p>Learning to identify performance markings in staff notation and applying these to reflect variation in dynamics and emphasis when music is played.</p> <p><b>Learning Objectives:</b> To identify performance markings on staff notation and apply these to my performance.</p> <p><b>National curriculum</b></p> <p>Play and perform in solo and ensemble contexts, (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p><b>Lesson 4: Harmony</b></p> <p>Learning about the concept of harmony, children read staff notation and practise tuned percussion parts that layer to create a harmonious effect in the piece Indian fantasy.</p> <p><b>Learning Objectives:</b> To understand the concept of harmony.</p> <p><b>National curriculum</b></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts using their voices and instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Lesson 5: Film sequence</b></p> <p>Combining their tuned percussion harmony parts, their sound effects and some acting, the children perform the piece 'Indian fantasy' along to a visual backdrop of a bustling street scene.</p> <p><b>Learning Objectives</b></p> <p>To perform a film sequence using instruments and movement</p> <p><b>National curriculum</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>
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**Sandal Primary School Medium Term Planning and Weekly Overview**

<p><b>PSHE Jigsaw Topic – Relationships</b></p>	<p><b>Know how to make friends.</b></p> <p>Recognising Me I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I know how to keep building my own self esteem</p>	<p><b>Try to solve friendship problems when they occur.</b></p> <p>Safety with Online Communities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I can recognise when an online community feels unsafe or uncomfortable.</p>	<p><b>Help others to feel part of a group.</b></p> <p>Being in an Online Community</p> <p>I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me.</p>	<p><b>Show respect in how they treat others.</b></p> <p>Online Gaming I know there are rights and responsibilities when playing a game online.I can recognise when an online game is becoming unhelpful or unsafe.</p>	<p><b>Know how to help themselves and others when they feel upset or hurt.</b></p> <p>My Relationship with Technology: screen time</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected.</p>	<p><b>Know and show what makes a good relationship.</b></p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	
<p><b>ICT Databases and Game creator</b></p>	<p><b>Databases-Creating a Topic Database</b></p> <ul style="list-style-type: none"> <li>To continue from last lesson</li> </ul> <p>To create a database around a chosen topic</p> <p><i>To continue from the last lesson.</i></p> <ul style="list-style-type: none"> <li>Children can create their own database on a chosen topic.</li> <li>Children can add records to their database.</li> <li>Children know what a database field is and can correctly add field information.</li> </ul> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p>	<p><b>Game creator - Setting the scene.</b></p> <ul style="list-style-type: none"> <li>To Introduce the 2DIY 3D tool.</li> </ul> <p>To begin planning a game.</p> <ul style="list-style-type: none"> <li>Children can review and analyse a computer game.</li> <li>Children can describe some of the elements that make a successful game.</li> </ul> <p>Children can begin the process of designing their own game.</p>	<p><b>Game creator- Creating the Game Environment</b></p> <p>To design the game environment.</p> <ul style="list-style-type: none"> <li>Children can design the setting for their game so that it fits with the selected theme.</li> </ul> <p>Children can upload images or use the drawing tools to create the walls, floor, and roof.</p>	<p><b>Game creator - The Game Quest</b></p> <p>To design the game quest to make it a playable game.</p> <ul style="list-style-type: none"> <li>Children can design characters for their game.</li> </ul> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p>	<p><b>Game creator-Finishing and Sharing</b></p> <p>To finish and share the game.</p> <ul style="list-style-type: none"> <li>Children can make their game more unique by selecting the appropriate options to maximise the playability.</li> </ul> <p>Children can write informative instructions for their game so that other people can play it.</p>	<p><b>Game creator - Evaluation</b></p> <p>To self- and peer evaluate.</p> <p>Children can evaluate my their own and peers' games to help improve their design for the future</p>	



## Sandal Primary School Medium Term Planning and Weekly Overview

RE 5S  5P	What do Christians believe about the old and new covenants?  What values are shown in codes for living?	Consider how and why some faiths use pictures of prophets and leaders and others think this is wrong.	Observe pictures used by Christians to represent Jesus and respond thoughtfully to what is shown.	
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