Curriculum

two year cycle

Autumn 1   Class Novel The Nowhere Emporium

Autumn 2   Where in the world?

Spring 1   Class Novel

Spring 2   Stone Age to Iron Age vs Ancient Egypt

Summer 1 Class Novel

Summer 2 Angry Earth

Children will be given one of the following types of homework each week (with a broad balance across all three over the year).

Talk Time	Creative	Practice Makes Perfect
usually centred around a question	*usually centred around an 'I can…' statement*	
Talk Time homework should be an opportunity for a child to **engage in a conversation** with other people at home (or in contact) that each person can contribute to. This means children should be able to return to school to share a range of views and ideas with their classmates.	Creative homework should be **a reflection on what has been learnt**, (not what is being learnt or what is about to be learnt). We avoid research-based homework. This means children should be able to complete the homework without a lot of adult support.	Practice Makes Perfect homework should **reinforce some recent learning** in class. This means children should be able to complete the homework independently.

times tables   reading   spelling

PE kit

item	description	additional notes
t-shirt	**indoor**: plain white t-shirt (long or short sleeved) **outdoor**: as above, plus fleece / warm top	- this should be a round-necked top, not a collared polo-shirt (must not be same shirt as that worn in class) - t-shirts with school logo are available
shorts	black shorts / PE skirt	
tracksuit bottoms	black tracksuit bottoms / leggings	ideal for outdoor use
footwear	**indoor**: pumps / trainers **outdoor**: trainers	- trainers could be the same as those worn to school

Monday 11 May 2020 and Tuesday 12 May 2020
English grammar, punctuation and spelling Paper 1: questions
English grammar, punctuation and spelling Paper 2: spelling
English reading

Wednesday 13 May 2020
Mathematics Paper 1: arithmetic
Mathematics Paper 2: reasoning

SATs

Thursday 14 May 2020
Mathematics Paper 3: reasoning

staying safe online

'Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline.

This presents many positive and exciting opportunities, but also challenges and risks.'

Department for Education, 2019

There are three key strands to our e-safety curriculum.

1. Being safe and critical

Can your child use the internet and other technology safely and critically?
Can your child understand how search results are selected and ranked?
Can your child competently use the internet as a search tool?
Can your child recognise that information on the internet may not be accurate or reliable and may be used for bias manipulation or persuasion (eg wikis, blogs)?
Can your child recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
Does your child understand that the outcome of internet searches at home may be different than at school?
Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
Can your child recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
Can your child use knowledge of the meaning of different domain names and common website extensions (eg .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?
Does your child know the difference between online communication tools used in school and those used at home?
Can your child use appropriate strategies for finding, critically evaluating, validating and verifying information. eg using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?

We want children to be safe, critical users of the internet.

How to evaluate what they see online - This will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

Schools can help pupils consider questions including:

- is this website/URL/email fake? How can I tell?
- what does this cookie do and what information am I sharing?
- is this person who they say they are?
- why does someone want me to see this?
- why does someone want me to send this?
- why would someone want me to believe this?
- why does this person want my personal information?
- what's behind this post?
- is this too good to be true?
- is this fact or opinion?

2. Keeping information private

Can your child recognise what is personal information and keep it private?
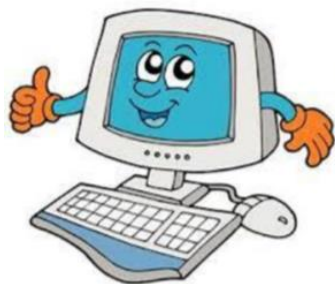
Does your child understand that if they make personal information available online it may be seen and used by others and is extremely difficult to remove?

Does your child understand the benefits of developing a 'nickname' for online use?

Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?

Does your child know that content put online is extremely difficult to remove?

Does your child understand they should not publish other people's pictures or tag them on the internet without permission?

Does your child understand that online environments have security settings, which can be altered, to protect the user?

Can your child create strong passwords and manage them so that they remain strong?

3. What's OK and what's not OK

Does your child know what to do if they are concerned when they use the internet and other technology?

Does your child know how to report an incident of cyber-bullying?

Can your child identify when emails should not be opened and when an attachment may not be safe?

Does your child understand that some messages may be malicious and know how to deal with this?

Does your child understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?

Does your child know what to do if they discover something suspicious, malicious or inappropriate?

Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

Does your child understand the need for rules to keep them safe when exchanging learning and ideas online?

Does your child recognise that cyber-bullying is unacceptable?

Can your child use technology in ways which minimises risk eg responsible use of online discussions, etc?

Does your child know how to respond if asked for personal information or feel unsafe about content of a message?

Does your child know that it is unsafe to arrange to meet unknown people met online?

Can your child reference information sources?

Can your child recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?

Does your child understand that copyright exists on most digital images, video and recorded music?

Want more information?

SCHOLES
Scholes (Elmet)
Primary School

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Online Safety

At Scholes (Elmet) Primary, we know how important staying safe is, and we know you're always keen to promote ways to stay safe at home, too.
Here, we present some top online safety tips for you to use at home.

- safe usage guides (incl. Apple, Fortnite)

- age related expectations