

# Autumn Term Part 1

# **Coastal contrasts**



Our Key subject for the topic is: Geography.

Our Key Learning skill for this half term is: Resilience.

Over the next half term, we will be learning about life and geographical features of coastal locations in the UK and around the World.

In maths we will learn about place value, addition and subtraction. For more details on our maths learning please follow this link: <u>www.whiterosemaths.com</u>.

In English we will be learning about narratives and play scripts, composing short stories based around our geography and science learning. Later on we will learn the features of play scripts and adapt familiar stories to be performed as short plays.

# Geography - Coastal locations.



- Know key vocabulary related to coastal locals.
- Find coastal locations on a map, identify seas and oceans.
- Identify the key features of a coastal locale in the UK and compare to one abroad.
- Know and identify a range of living things found in a coastal biome.
- Understand the process of erosion and how different coastlines are formed.
- Identify dangers and threats to coastal environments and living things.
- Know the industries and employment common in a coast locale, compare these to a contrasting locality.









## Science: Animals including humans.



We shall be learning to:

- Construct and interpret food chains and identify predators and prey.
- Discover where the energy in a food chain begins and how it is recycles back into the system.
- Know and understand the related vocabulary, producer, herbivore, omnivore and carnivore.
- Know how the diets of different animals is reflected in their teeth.
- Identify and name types of teeth, know their function.
- Compare the teeth of humans and other animals.
- Name and locate the organs that make up the human digestive system.
- Know the function of the different organs that make up the human digestive system.



## **Art: Clay**



In art we will be creating lighthouse tea light holders, in order to achieve this we will learn:

- To roll, shape and manipulate clay.
- Design, create and decorate: slab built structures, solid and hollow forms.
- How to join pieces of clay together so that they dry into a strong join.
- Designing based on our observations.
- Create basic shapes and forms in clay, score with tools and join parts together using slip.

















Christianity and Christmas, Health and wellbeing.



In RE we will be learning about the beliefs and traditions of Christianity.

- Know the key beliefs and figures of Christianity.
- Understand that the UK while multicultural is a Christian country.

- Know and understand Christian values and the 10 commandments.
- Know the when and why of Christian festivals. Separate the religious aspects from the secular.
- Identify churches as the Christian place of worship and identify their common features.

Our PSHE learning will focus on how we can keep ourselves healthy:

- The importance of talking and supporting each other.
- Dealing with difficulty and failure.
- Mental health and the importance of finding time for breaks and to relax.
- Having a healthy diet and the importance of exercise.



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# Computing: Networks and online safety.



- Know the basic features and components of a computer network.
- Understand the function of search engines and how to optimise results.
- Use search technology effectively and have a basic understanding of key words and search rankings.
- With age appropriate adjustments know the potential dangers of online activity.
- Know how to behave appropriately online.
- Learn about more recent changes in the online world such as 'fake news' and 'echo chambers'.
- Know the particular danger of and age restrictions on commonly used apps.

# What Parents & Carers Need to Know about

At National Online Sofety, we believe in empowering parents, carers and trusted adults with the information to held an informed conversation about online sofety with their children, should they fee Bill a serviced. This guide focuses on one game of many which we believe trusted adults whould be a ware of . Pieses visit www.notiona.brutinesafety.com for hurther guides, hints and tips for adults

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#### Violence & weapons

#### **Risk of addiction**

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Other Players

In-game purchases

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#### Meet Our Expert

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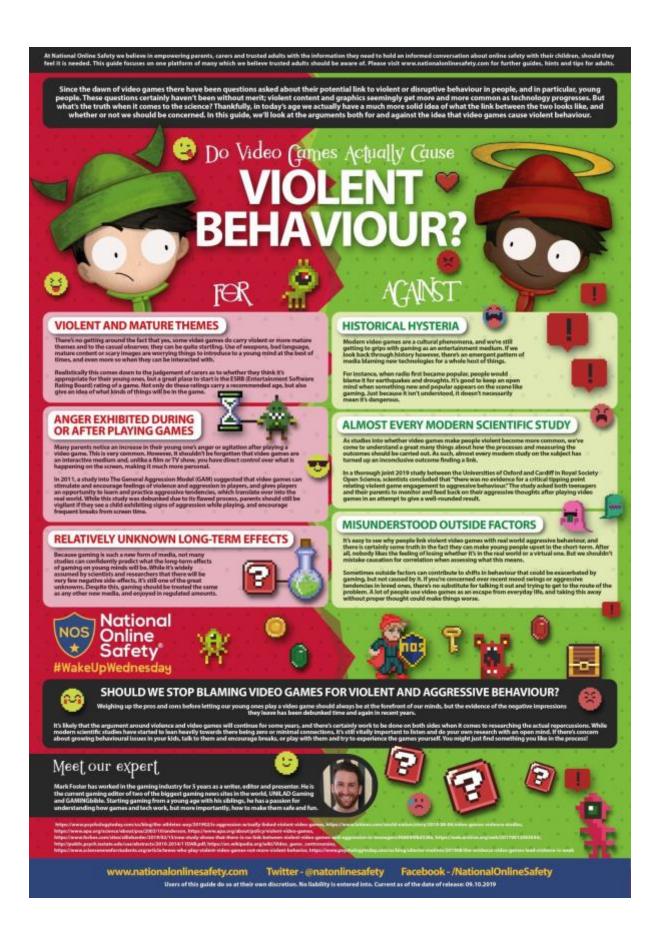


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#### Stifled independent thought

The independent the set of the se

#### **Blinkered worldview**

In recia wori ruview histicated software, but their principle mple: keep users on the app or site for as long as possible by giving more of the content they want. For ial media platforms, this means ritising the posts, videos, and streams our child's favourites. This constant urgitation of the same kind of tent can cause children to elop an extremely niche and ctive view of the world.

#### Risk of radicalisation

2 t groups have use echo cha website popul rooming and rad -pilling') impress ic memes have be note far-right ide ups have utilise so mpt to recruit you



Talk it through



#### Creating obsessions

Children and young people naturally tend to enjoy a diverse range of interests. Echo chambers, as perpetuated on social media, can funnel your child's attention down an extremely restricted path. This gradual but powerful take-over of your child's impulses can cause them to slowiy whittle down their former varied interests into an unbentibur, averybalmion nhealthy, overwhelming n with one particular su

#### Lack of variety

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#### Changes in behaviour

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# Safety tips for Parents & Carers

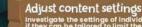
If you become worried about the effect that online echo chambers might be having on a young persor the first step is to establish an open dialogue with them about what they're discussing online, and on which sites and platforms. Try to approach the conversation in a non-judgemental manner – expl that you trust them to make acad decisions, but th

#### Introduce time limits

become concerned about your child is spending on c i media platforms, you cou t establishing some time i tain these limits either thr vision, or by using the par ns on their devices to eithe or prevent it altogether.

#### Meet Our Expert

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Investigate the settings of individual ap if they can be tailored to limit the impoc twitter's default setting, for example, is thinks a user will like first, rather than a timeline. Likewise, Your Jube automatical 'recommended' video (selected by an a what the user has watched in the past) i teil it not to. Both of these settings can b 

#### Ask for expert help

It can be hard to know exactly when having an inflexible opinion on a topic crosses the line into extremist ideology. Should things become so seric that you're genunely worried a young person is becoming radicalized online, then it may be best seek additional help. Speak to the safeguarding le your child's school or contact a professional supp organisation such as Childline or the NSPCC.



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At lettime longine softs, we believe in empreventing persents, on ever and travited a during within the information to be due informed convex attine about article early within the information to be due informed convex attine about a within early information to be due information to be NE FAIR he Dos and Don'ts of Online Conduct gside individual skill, impressive teamwork and some truly epic matches, one of the most enjoyable things about this summer's European ball championships has been the sense of sportsmanship and fair play. Players have competed flercely, but they've (mostly) remembered they're representing their country – and that bad behavlaur, dangerous play or autright cheating tends to last in people's memories for a ong time after tournaments are over. The same is true of how we act online – one error of judgement or loss of control might only take a cond, but can have results that are difficult to forget: instead, just like the hereos of the Euros, we should aim for people to see us and feel proud and inspired. So, in a five-a-side line-up (with five "dos" and five "don"ts"), here are our top tips for playing fair online. FAIR PLA FOUL PLA Drganise your defence Use strong passwords to protect your personal information, accounts and dota. A trusted adult, like a teacher or a relative, can help you choose one that's easy for you to remember but hard for anyone else to guess. 1 Don't ignore possible danger Never accept a friend request from a stranger. If somebody you don't know they to contact you online, tell a trusted adult straight away. . 2 Don't lose control & retaliate keep possession 2 Only share personal informatian aniine with people you know well, like friends and family. A trusted adult will be able to help you change your online privacy settings so strangers can't find things out about you. Although it can be tempting, it's best not to respond if someone attempts to bully you online or sends you hurtful messages. Tell a trusted adult what happened, and then block the person from contacting you again in future. Don't hurt people deliberately 3 Use teamwork 3 It's important to behave online just like you would in real life. Don't post anything that can make you look like a bad person, because the things we put online can stay there for a long time. Before you use a device for the first time or download a new app, always check with a trusted adult. They'll be able to check if it's sole for you to use and make sure the privacy settings are right for you. 4 Be respectful 4 Don't cheat your way to victory Don't copy another person's work that you found online or pretend that it's yours. This is called plagiarism and can get you into a lot of trouble. Treat people online like you would treat them in real life. Remember your manners and be polite and kind in your posts, comments and messages. Don't play for extra time It can be easy to spend too much time onlin instead, take a break to go outside for some fresh air and exercise. Not using your device just before bed will also help you get a good night's sleep so you can be fresh and focused the next day. 5 Catch attackers offside 5 If someone is trying to bully you online, a trusted adult can help you to gather evidence and report that person to the authorities. You should also tell a trusted adult if you see anything online that makes you feel worried, upset, frightened or sad. Nos Online Safety 124 WIEL #WakeUpWednesday 🌐 www.nationalonlinesafety.com 🛛 😏 @natonlinesafety 🛛 🚰 /NationalOnlineSafety 🖉 @nationalonlinesafety Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 07.07.2021

















At National Online Safety we believe in empowering parents, carers and truster their children, should they feel it is needed. This guide focuses on one topic of ma s they need to hold an informed conversation about online safety with diadults checkly be aware of Plaste viel www.nationalembranes.



ACTIVITIES

ttle your child by giving them a table or restaurant? This may seem like a

93% of children aged 8-11 go entire for nearly 13.5hrs a week

99% of children aged 12-15 go online for rearly 20.5hrs a week

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Snapchat is a photo sharing app for mobile phones and tablets. The app allows users to share images, videos and chat with friends. Users can share images and videos directly to specific friends, or through a 'story' shared with their entire friend list, which documents the previous 24 hours. In a study, Snapchat was ranked the 4th most negative app in terms of having an impact on young people's health and wellbeing, with children feeling that they can use the app Snapchat to "make you look pretty."

# What parents need to know about

EXPOSING YOUR CHILD'S Bergen and the synthesis of the synthesis been opened on the device. There is a warning on the singertal websit about uploading images and videos to 'Our Story' stating that "snaps you submit to 'Our Story' on still show up on the Map, no matter which location setting you choose!." When uploading to 'Our Story' your child's image or video could appear in 'Search results and Stories on or off Snapchat-today or in the future."

LENS EXPLORER The 'Lens Studio' on Snapchat gives users the eedom to use their imagination to design their own filters for themselves and others to use. Snapchat lates that the lenses users create 'must comply with our Lens Studio Submission Guidelines and states that the lenses u our Lens Studio Submission Guidelines and Community Guidelines and must be appropriate for Snapchatters ages 13+." The 'Lens Explorer' in the app now enables users to choose from thousands of these creations to alter their snaps. Anyone can create a lens for Snapchat, which gives opportunities for age-inappropriate content to be uploaded.

# **SCREENSHOTS & SAVED**

SCREENSHOTS & SAVED Multiple Snapchat's gimmick is that all photos, videos and text disappear eventually, users still have the capability to screenshot or record anything which has been sent to them. Users may sometimes forget that screenshotting is possible and send a compromising image or message to somebody who they think they trust. They may also accidentally send an image or message to somebody who they think they trust. They may also accidentally do not trust. Simply by pressing and holding a message, the user is able to save a message they have received, which can be screenholted or used against them at a later date.

#### **SNAPSTREAKS & ADDICTION**

Shap Streaks' are gained when snaps have been sent back and forth consecutively between friends. The longer that snaps are sent between en users, the longer the streak becomes. Furthermore, Snapchat rewards users who have achieved high Snap Streaks, by gifting emojis, adding incentives for users to keep the streaks. Children invest time into making their streaks as long as possible, which can put an incredible amount of pressure on both themselves and their friendships.

#### SEXTING

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SEXTING Due to 'Snaps' disappearing, (users can even send a one-second photo or video), Snapchat has become the chosen platform for children and young people to send sexually explicit images or 'selfnes'. Once a photo/video has been screenshotted, or recorded using another device or software, this can lead to further dangers, such as blackmail and cyberbullying. It is illegal to make, posses, download, store and share sexual images, photos and videos of a person under the age of 18. This also includes any sexual images, photos and videos that a child may have taken of themselves. However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed, but taking formal action isn't in the public interest.

#### SNAP ORIGINALS

Through Snap Originals: users can watch content which has been created by Snapchat on the app. including comedy show, drama, news and more. Additionally, there are new lenses and filters available, inspired by the 'snap originals' shows. This is another feature to encourage addiction.

# **Top Tips for Parents** 200

#### THE RISKS OF SEXTING

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# REPORTING A STORY, LENS, FILTER, SNAP OR MESSAGE

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**USE'GHOST MODE'** 

#### HOW TO DELETE A MESSAGE

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TURN OFF 'QUICK ADD'

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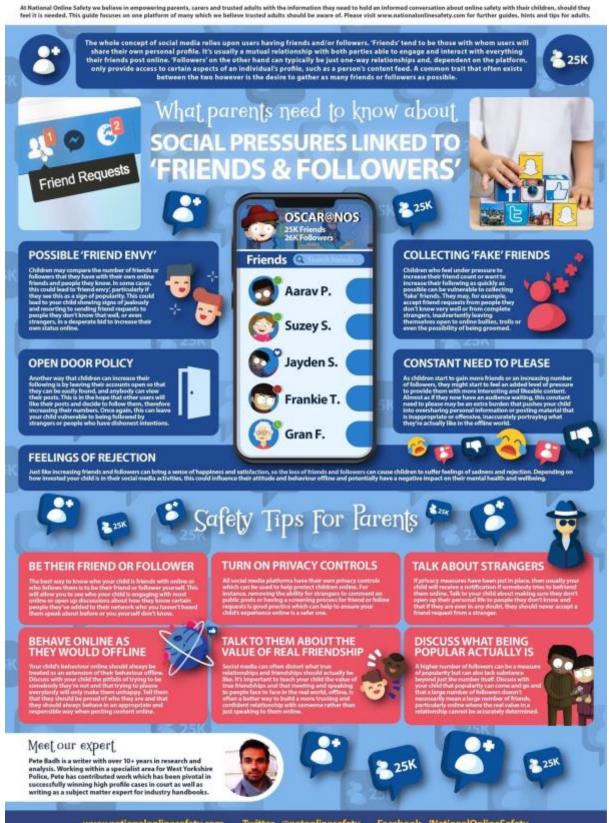
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# SIGN UP PROCESS & AGE RESTRICTIONS

# WHO IS WATCHING YOUR CHILD? we child's privacy settings are not set up effection body can be watching their live streams. One of

#### LIVE CONTENT

### **RECORDINGS OF YOUR CHILD**

WHAT IS YOUR CHILD WATCHING?

#### GROOMING

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# Top Tips for Parents

#### **BE PRESENT**

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study by the

# PROTECT THEIR PERSONAL INFORMATION

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# TALK REGULARLY WITH YOUR CHILD

#### PRIVACY SETTINGS

# PROTECTING THEIR ONLINE REPUTATION

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# REMOVE LINKS TO OTHER APPS

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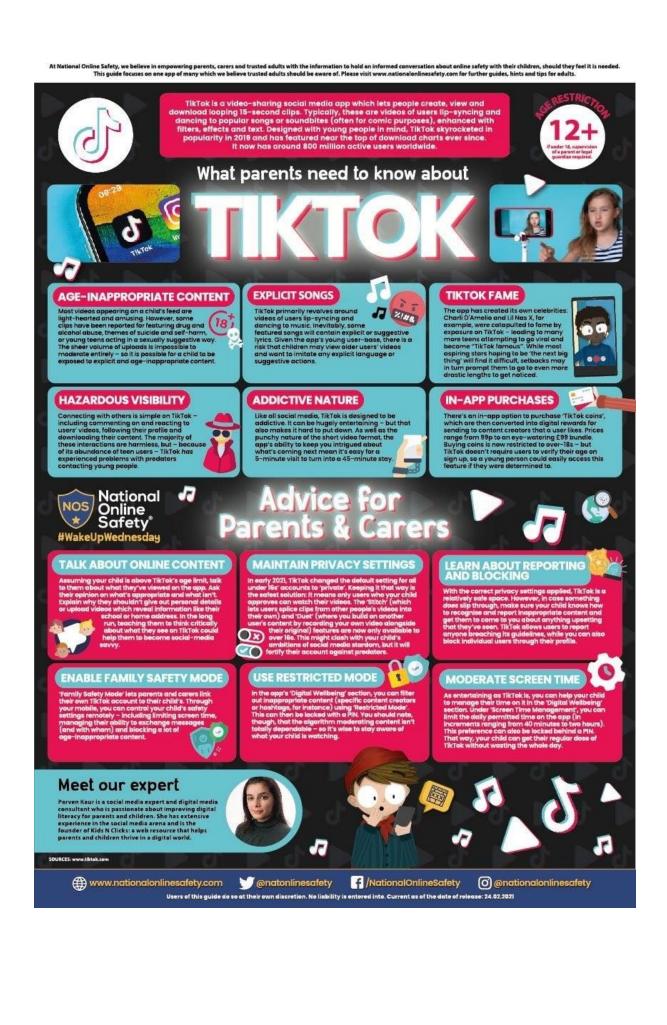
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A whole school community approach to online safety www.nationalonlinesafety.com m or call us on 0800 368 8061

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# **PE: Outdoor and adventurous.**



In PE this half term we will be using our teamwork and problem solving skills to:

- Solve problems using limited recourses.
- Build dens and shelters.
- Use maps and compasses to navigate (orienteering).
- Follow clues and directions.





## Music.



In music we will be learning to improvise and compose based around the sounds we have observed and associate with the coast:

- Listen to and compare the sounds made by different musical instruments.
- Use language of pitch and tone to describe instruments and environmental sounds.
- Understand dynamics in a piece of music and how we can use it in our own compositions.
- Know how the material an instrument is made from effects its sound.
- Create sounds and melodies to reflect a real life situation.
- Improvise simple, repeatable rhythms and melodies.
- Record using age appropriate symbols.
- Listen to music and create a composition around a similar theme.

## French.



We follow the Wakefield 'La Jolie Ronde' scheme for learning French in lower KS2.

We will be continuing to build the learners' spoken vocabulary and confidence to answer questions in French.

In Year 4 we learn:

- How to form the negative
- Numbers 1-31 and multiples of 10 to 100
- Classroom instruction wider range
- How to ask and answer questions about time, date, food, hobbies
- Express preference about what they like e.g. food, animals, colours
- Parts of the body
- Members of the family
- Pets



## Home learning project

In order to avoid sending paper based recourses home we will be continuing with our home learning projects for Autumn 1.

Our home learning for Autumn one is to use our learning about coastal locations and life in the sea, and the threats to it, to create a collage using different materials, you could even recycle materials that might have gone on to pollute the sea.

There are some examples below to help you.

There are also lot of activities linked to our school learning on the blended learning page of the school website which you could complete as a family. <u>Click here for Blended learning.</u>

Please remember all team members are still expected to read at home for 20 minutes at least five times a week, practice their times tables using TT Rock Stars and practice the week's spelling list ready for their spelling test on Friday.

