



# West Cornforth Primary School Curriculum Framework Overview Year 4 2019-2020

	Autumn	Spring	Summer
<b>Theme</b>	<b>MARCHING THROUGH DURHAM</b>	<b>TREMORS</b>	<b>PREDATORS</b>
<b>National and whole school events</b>	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community: caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
<b>Experiential opportunities</b>	<b>Binchester Roman Fort</b> RE VISITORS: Reverend Paul Tyler - <a href="mailto:pgetyler@hotmail.com">pgetyler@hotmail.com</a> Captain Lynne Davis - <a href="mailto:captainlynne@gmail.com">captainlynne@gmail.com</a> <a href="mailto:lynnedavis@salvationarmy.org.uk">lynnedavis@salvationarmy.org.uk</a>		<b>Durham Cathedral Trip with Year 2 ? Northern Saints/ St Cuthbert RE</b>
<b>Parental involvement</b>	Revise 2,3,4,5,6 8, and 10 time tables Spellings Reading journals <b>Class assembly - Keeping Healthy</b>	Learn 9, 11 and 12 times tables Spellings Reading journals	Revise all times tables Spellings Reading journals <b>Class Assembly- The Anglo Saxons</b>
<b>English</b>	Non-chronological report on Teeth (science link) Non chronological report on the digestive system (Science link) Stories with a historical setting (History link) Poetry- creating images	<b>Explanation text- I can explain how electricity is generated (Science link)</b> Poetry - performance poems Plays and dialogues- electricity safety Explanation text -The Romans (History link)	<b>Persuasive writing -travel brochure to the Scilly Isles (Geography link)</b> Explanation text linked to sound (Science link) Poetry - exploring form Recount- Sound investigation (Science link) Information text- The Anglo Saxons (History link) King Arthur and the knights of the round table (History link)

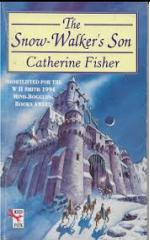


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<p>Quality Texts</p>	<div data-bbox="394 379 519 555" data-label="Image"> </div> <p><b>Charlotte's Web</b> – E. B. White        With the class track the different characters (<b>character profiles</b>), gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the <b>sequence of events</b>, so the plot can be seen in one glance. <b>Role play</b> conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. <b>Non-chronological reports on animals.</b>        Letters- written for a real purpose to say thank you/ to complain/ to persuade.        Newspaper reports.        Wanted poster to find a friend for Wilbur.</p> <div data-bbox="483 954 631 1168" data-label="Image"> </div> <p><b>Bill's New Frock Anne Fine</b> – With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2.</p>	<p><b>Escape from Pompeii (Replaced with Clockwork)</b></p> <div data-bbox="824 475 1003 651" data-label="Image"> </div> <p>Description of peaceful Pompeii        Letter writing after the event        Diary of a day in Pompeii        Newspaper report of the Day in Pompeii        Disasters, the cost, international red cross - <b>Suggestions-When the Giant stirred</b></p> <div data-bbox="1200 887 1352 1114" data-label="Image"> </div> <p><b>The Firework-Maker's Daughter Phillip Pullman</b> – Encourage children to write a letter from Lachand back to Lila. Ask: What is the big challenge that Lila faces? Then in groups they can act out the scene where Lila meets Razvani. ask: How does the author show how Lila feels in Chapter 5? 'Illusions': what does this mean in Chapter 5? What sort of person is Lila? Invite them to gather evidence. Provide time to create persuasive adverts for a firework show by Lila and Lachand. Also, read The Scarecrow and his Servant (Random House) by the same author.</p> <p><b>Poetry – Performance poetry</b> – Michael Rosen's poetry – Chocolate Cake, No Breathing in Class etc.</p>	<div data-bbox="1944 379 2101 619" data-label="Image"> </div> <p><b>Why the Whales Came Michael Morpurgo</b> – Provide the children with some information about Narwhals as they feature in the story. Also, check out Bryher on the Isles of Scilly, and Rushy Bay - which is a key setting - and research on the internet why families left Samson Island. On the board draw a map of Bryher and together label with events. Ask: How do our views of the Birdman change and why? Issues to discuss in class: fear, bullying, friendship and should whales be hunted.</p> <div data-bbox="1505 833 1765 1145" data-label="Image"> </div> <p><b>Voices in the Park Anthony Browne</b> – Read the book through several times. Ask the children to list 'things to talk about' or 'questions' then discuss. Ask: How do you feel about each character and why? (Is the mother really a bad mother? Where is the dad? Why does she wear a bowler hat? Is it right that the girl makes the dad a cup of tea? Together place them in order of sympathy. Then discuss relationships. Ask: Which is the most important picture? Why? How long did the story take to read? What is the story about? What is its theme? Discuss the pictures, use of colour, playfulness, lines and the font used. Also, study The Tunnel (Walker Books) by the same author.</p>
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	<p><b>The Snow Walker's Son Catherine Fisher</b></p>  <p>- Track the two main characters, Kari and Jessa, perhaps using a class timeline to show the main events and their developing characters. With the class make notes and discuss at the end the role of heat and cold in the story. Can they predict (or write) what might happen in the next story, The Empty Hand (Red Fox)</p> <p>Poetry - Creating images</p>				<p><b>Poetry - exploring form</b></p> <p>Free verse Magic Box- Kit Wright The Listeners - Walter De La Mare Rhyming poetry Tony Mitton</p>	
<p><b>Maths</b></p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Measurement of volume of liquids (Science link) Present results as a bar line graph Measurement of melting temperatures (Science link) Measurement of change in weight (Line graph) Science link.</p>		<p>Lancashire Grid for learning Curriculum 14</p> <p>Create a tally chart of types of switches. (Science link) Measurement of volume - evaporation (Science link) Measurement of mass- separating mixtures (Science link) Miles /km planning a journey (Geography link)</p>		<p>Lancashire Grid for learning Curriculum 14</p> <p>Use key diagrams to identify different species (Science link) Populations (Geography link)</p>	
<p><b>Science</b></p>	<p><b>Animals including humans</b></p> <p>I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can identify the different types of teeth in humans and their simple functions</p>	<p><b>States of Matter</b></p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I can observe that some materials change state when they are heated or cooled, and measure or research</p>	<p><b>Electricity</b></p> <p>I can identify common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs,</p>	<p><b>Sound</b></p> <p>I can identify how sounds are made, associating some of them with something vibrating</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear</p> <p>I can find patterns between</p>	<p><b>Habitats and Food Chains</b></p> <p>I can recognise that living things can be grouped in a variety of ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p><b>Habitats and Food Chains</b></p> <p>The Vanishing Rainforest</p>



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	<p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Science through stories - See stem website</p> <p>Wolves is a brilliant setting for constructing and interpreting a variety of food chains, as well as identifying producers, predators and prey.</p>	<p>the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Science through stories - See stem website</p> <p>Charlie and the Chocolate Factory by Roald Dahl provides a good context to learn about states of matter.</p>	<p>switches and buzzers</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>the pitch of a sound and features of the object that produced it</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Science through stories - See stem website</p> <p>Horrid Henry Rocks is a great book to start teaching about sound and exploring how sounds are made.</p>	<p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Science through stories - See stem website</p> <p>The Vanishing Rainforest by Richard Platt is a good book for looking at the human impact on the environment, in particular deforestation.</p>	
	<p><b>Skills</b></p> <p><b>Discussing and Questioning:</b> Use questions to instigate investigation. Begin to suggest different ways to find answers. <b>Fair Testing:</b> Understand the need for fair testing, but require help to put it into practice. <b>Recording Charts and Graphs:</b> Ensure sufficient results are recorded to give a pattern. Decide upon appropriate headings for charts and graphs. <b>Interpreting Results:</b> Rank results in order, and in different directions, mostly correctly. Identify the extremes of ranked results e.g. the fastest/slowest. <b>Scientists:</b> looking at the part science has played in the development of many useful things.</p>	<p><b>Skills</b></p> <p><b>Planning:</b> Start to recognise some possible problems that may arise during the investigation. Plan the main steps systematically, identifying equipment and any possible risks. <b>Choosing an Approach:</b> Respond to suggestions about how to find out the answer to a question. <b>Recording Charts and Graphs:</b> Be aware of a number of different ways results can be represented. Record results using stick and line graphs, with whole-number scales. <b>Evaluating Results:</b> In the light of results, offer further predictions. <b>Scientists:</b> looking at the part science has played in the development of many useful things.</p>	<p><b>Skills</b></p> <p><b>Choosing an Approach:</b> Put forward own ideas. Find information from simple texts. <b>Fair Testing:</b> Refer to fair testing in their planning. Identify factors that need to be kept the same. <b>Observing and Measuring</b> Suggest what type of observations/measurements to make. Use a range of quantitative measures e.g. mass, time, length.</p>			



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	<p><b>Health and Safety:</b> recognise that there are hazards in living things, materials and physical processes.</p>		
History	<p><b>Why did the Romans march through County Durham?</b>  <b>Historical knowledge:</b> place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.  <b>Explain/ Analyse second order concepts:</b> Looking at causes and consequences of events (invasion).  <b>Primary source use:</b> use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.  <b>Interpretations/representations of the past:</b> identifying the key points made by an interpretation, linking primary sources and interpretations.</p>	<p><b>What was daily life like in Roman Britain?</b>  <b>Historical knowledge</b> - Knowledge of People in the periods, their daily lives and habits. Chronology - when was the Roman period and when were the Romans in Britain? Key features - of daily Roman life. Historical terms - interpretation, source, villa, reconstruction  <b>Explain/ analyse second order concepts</b> - Developing skills of locating and explaining similarity and difference  <b>Primary source use</b> - Developing use of primary sources - observation, inference and clustering  <b>Interpretations/ representations of the past</b> - Developing understanding and analysis of historical interpretations - nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.</p>	<p><b>What happened when the Romans left Britain?</b>  <b>Developing Historical Knowledge:</b> The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life - power, beliefs, farming, conflict with later invaders  <b>Explaining/ Analyse second order concepts:</b> effects and consequences  <b>Use of primary sources:</b> using knowledge to make inference from primary sources  <b>Interpretations/ representations of the past:</b> Awareness that information texts are always one version of events.</p>



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<p><b>Geography</b></p>	<p><b>What can we discover about Europe?</b></p> <p><b>Geographical knowledge (location, places, features and processes)</b>          Location of key countries, capitals and physical features in Europe.          Location of climate zones and an introduction to biomes.          Place knowledge, key human and physical characteristics.  <b>Understanding of similarities and differences, interactions</b>          Developing knowledge of differences across Europe - relief, climate, different biomes.  <b>Use of geographical information</b>          Developing use of atlas maps, thematic maps and GIS, geographical information from research.  <b>Field work and geographical skills</b>          Sketch/photographic annotation.  <b>Geographical communication:</b> Describing places geographically</p>		<p><b>Why does Italy shake and roar?</b></p> <p><b>Knowledge of locations, places and their features:</b> The location of Italy - identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places.          Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples).  <b>Physical and Human Geography:</b> describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use.  <b>Working like a geographer,</b> use of geographical information from different types of maps, atlases and other information sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW.          Working like a geographer, use of fieldwork and observational skills: Not directly developed or assessed in this unit.</p>		<p><b>Geography: KS2 Seaham Fieldwork Coastal Investigation</b></p> <p><b>What happens when the Land meets the Sea?</b></p> <p><b>Knowledge of locations, places, their features human and physical, processes and key terminology:</b>          Physical processes that shape the coast. Coastal protection and management effectiveness.  <b>Understanding of geographical similarities and differences, interactions of people, processes and places:</b> coastal processes and the impact on people and landscapes  <b>Working like a geographer:</b> using geographical information from OS maps, information texts, photographs and fieldwork  <b>Working like a geographer, fieldwork:</b> planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.</p> <p>Links to science- habitats and food chains.</p>	
<p><b>D.T.</b></p>	<p><b>Mechanism</b> - make a moving character using pneumatics.</p>		<p><b>Control</b> - design and make an alarm- something which triggers a light or buzzer to come on.</p>		<p><b>Cooking and Nutrition</b></p>	
<p><b>Art and Design</b></p>	<p><b>DRAWING</b>          Proportion          Understand how shape, colour and tone can be used to describe form;          Observational drawing.          Landscapes - select examples of artwork by 19th century artists that appeal to them. E.g. Van Gogh church painting.          Related to Victorian times - making copies of artists'</p>	<p>Famous Landmarks          .  <b>PAINTING</b>          Use different materials for different effects; Identify complimentary colours.          Victorian - still-life paintings. Children's toys now/Victorian toys. Bring in something from home to paint - e.g. a teddy bear.</p>	<p><b>3D</b>          Sculpture-          Europe/ Great British Journey          What might we see on our journey?</p>	<p><b>PRINTING</b>          Approach in stages- Develop from studies</p>	<p><b>TEXTILES</b>          Combine different processes.</p>	<p><b>COLLAGE</b>          Use to explore wider themes.          Use a range of techniques to develop a final image.</p>



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PE	Swimming  Games On the Attack QCA	Gymnastics Partner Work QCA Swimming Games End Zone Durham	Dance Indian Delight QCA	Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham Games Arc Rounders Durham  Gymnastics Games Mini Tennis 2 Durham	Athletics Faster, Higher, Further Durham	Dance  OAA Communication Challenge and Safely Across Durham
<b>Music</b>	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares <i>Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features...) (History link)</i> Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion - water cycle sequences Charanga unit Mamma mia Five Gold rings		Word rhythms (counting syllables) repeat, create textures. (say - play in ensemble)  Charanga unit Benjamin Britten Cuckoo <i>Tuned instruments: Anglo Saxon monks - plainsong: modes e.g. dorian - create chords/ melodic ideas- (History link)</i>		<i>Traditional songs: folk music - Lambton Worm, Bamburgh... Dun Cow...(Geography/history link)</i>  Charanga unit Lean on Me	



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<p>R.E.</p>	<p>How and why do religious people show care for others?  <i>Captain Lynne visit? What she has done to help others around the world - 9/11 etc.</i>          Developing knowledge about practices within religious traditions and their links to beliefs and sources.          Developing knowledge of similarities between at least 2 religions:          Belief, Authority, Impact of Belief</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:          Belief, Authority, Impact of Belief</p> <p>Why is Lent such an important period for Christians?</p>	<p>What do Christians believe about God?</p> <p>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</p> <p>Belief, Expressions of Belief, Impact of Belief          What can we learn about Christian faith through studying the lives of northern saints?</p> <p>Demonstrating understanding of the significance of northern saints, then and now:          Impact of Belief</p>
<p>MFL</p>	<p>Unit 5 Light Bulb Languages          All aboard          •Travel          •Weather          Unit 6 Light Bulb Languages          All aboard</p> <p>L'argent de poche          Pocket money</p>	<p>Unit 7 Light Bulb Languages          All aboard          Vive le sport          *Healthy foods and drinks          Unit 8 Light Bulb Languages          All aboard</p> <p>Les Quatre amis</p>	<p>Unit 9 Le Carnaval des animaux Light Bulb Languages          All aboard</p>
<p>PHSCE/S          MSC</p>	<p><b>Within class</b>  <b>A new adventure and team.</b>          Classroom charters, rights and responsibilities/ aspirations and targets.  <b>Learning styles and barriers</b></p> <p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.</p> <p><b>Involvement</b> - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival  <b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p><b>Within class</b>          Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.  <b>Involvement</b> - inter and intra school sports events, after school clubs, school council  <b>Assemblies-</b> see whole school assemblies programme 2018-2019  <b>Living Long, Living Strong</b>          A balanced diet Exercise &amp; fitness  <b>Drugs Education</b>          Smoking Alcohol</p>	<p><b>Within class</b>          Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.  <b>Involvement</b> - inter and intra school sports events, after school clubs, school council          Growing and Changing  <b>Money, Money, Money!</b>          Can we afford it? Keeping track of money          What are charities?</p> <p><b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>
<p>Computing</p>	<p>Computer Science:</p>	<p>Computer Science - Know how to break sets of instructions into</p>	<p>Computer Science - Hour of Code</p>



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<p>I can design, write and debug programs and solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can create more complex programs e.g. an animation with sounds, speech and movement in Scratch, or Microbit <a href="https://makecode.microbit.org/lessons">https://makecode.microbit.org/lessons</a> - beginner/intermediate</p> <p>I can debug programs. Can debug more complex sequential programs, such as ordering and debugging an animation in Scratch. <a href="http://code-it.co.uk/year3plan/logoplan/">http://code-it.co.uk/year3plan/logoplan/</a></p> <p>I can use sequence, selection, and repetition in programs. Can sequence activities such as a PowerPoint slide with animations. <b>Exploring Right Angles - Scratch (resources in shared area) - maths link.</b> <a href="http://code-it.co.uk/rightangles">http://code-it.co.uk/rightangles</a></p> <p><b>Scratch</b> Smoking Car <a href="http://code-it.co.uk/scratch/smoking_car/smokingcaroverview">http://code-it.co.uk/scratch/smoking_car/smokingcaroverview</a> <i>extension Music Maker</i></p> <p><b>IT:</b> Be able to organise their personal folder effectively for instance by organising work into folders for each year at school.</p> <p>Be able to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.</p> <p>For instance open a presentation template or document started by the teacher and add additional content and material. <b>Publisher, Powerpoint, Word, Documents, Pages, Keynote</b> (Apple devices using air drop) <b>Create a PowerPoint about different animals and include animations and transitions on slides.</b></p>	<p>short steps to achieve goal. For instance drawing repeated squares to make a pattern,</p> <p><b>Scratch</b> - Shapes Continuing basic work started in Y3 but to include work on procedures and nested loops. <a href="http://code-it.co.uk/goldshape/">http://code-it.co.uk/goldshape/</a></p> <p><b>Pro Bot</b> - Using loops and nested loops to create geometric patterns.</p> <p><b>IT -</b></p> <p><b>Presentation to an audience of an aspect of Roman life. Create a menu for a Roman banquet</b><a href="http://cookit.e2bn.org/historycookbook/">http://cookit.e2bn.org/historycookbook/</a> Create a cookbook of recipes. Interview with a Roman God/character - IPADs/Morpho - record what they might say.</p> <p>To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.</p> <p>Pupils to sequence key ideas before delivering presentation <b>Keynote, Powerpoint Slides</b></p> <p>Be able to deliver a simple presentation to their peers <i>As above.</i></p>	<p><a href="https://studio.code.org/flappy/1">https://studio.code.org/flappy/1</a></p> <p><b>Be able to explain how their program works This could be done by annotating screen shots of any of the activities</b></p> <p><b>Be able to modify their program and be able to predict the effects of any changes. Gold shape has example code that children can modify and change.</b></p> <p><b>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services.</b></p> <p>To produce a piece of work related to other learning for instance in English or the Humanities.</p> <p><b>Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region.</b></p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function.</p>
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	<p>Can effectively use a variety of appropriate tools in a software package e.g. use of different fonts, backgrounds, shapes, spellcheck for example in Word or Publisher.  <a href="http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding">http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding</a>          Create a tourist brochure about a Roman heritage site.          Information leaflet about your digestive system and how it works.</p>		
<p><b>Online Safety</b></p>	<p>Know that pictures and text share on-line can end up with strangers.</p> <p><b>Google - Be an Internet Legends</b>          Series of lessons about many aspects of being safe online.  <a href="https://beinternetlegends.withgoogle.com/en_uk/toolkit">https://beinternetlegends.withgoogle.com/en_uk/toolkit</a>  <b>Cyber-Detectives</b> - Teacher led lesson where children solve a mystery.  <a href="https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives">https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives</a></p>	<p>Reliably know what to do if they are exposed to unpleasant materials on any device <i>Covered by Internet Legends - above</i></p> <p><b>Rings of Responsibility</b> Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility">https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility</a>  <b>Keeping Games fun and friendly</b>          Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly">https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly</a></p>	<p>Know that having a balance of online and offline activities is important.</p> <p><b>My Media Choices - Common Sense Media</b>  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices">https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</a>          Reliably uses a more complex password to access resources.</p> <p><i>Resources within internet legends.</i></p> <p>Know what the key words are to enter into a Search engine to find information they want.</p> <p>Consider using first few lessons from Google  <a href="https://www.google.com/insidesearch/searcheducation/lessons.html">https://www.google.com/insidesearch/searcheducation/lessons.html</a></p> <p>Can select useful websites from the results of a search.</p>