Theme: Egyptians
Driver: Geography and History

The Big Question: How important was light for ancient Egyptians?

Reading for Pleasure Class Novel:



					NADIA SHIREEN		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit: Setting Description	Unit: Setting Description	Unit: Setting Description	Unit: Diary Entry	Unit: Diary Entry	Unit: Diary Entry	
English	Supporting Text: Tadeo Jones – Literacy shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials	Supporting Text: Tadeo Jones – Literacy shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials	Supporting Text: Tadeo Jones – Literacy Shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials	Supporting Text: Tadeo Jones – Literacy Shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials	Supporting Text: Tadeo Jones – Literacy Shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and subheadings] using conjunctions, adverbs and prepositions to express time and cause	Supporting Text: Tadeo Jones – Literacy Shed/film NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and subheadings] using conjunctions, adverbs and prepositions to express time and cause	

		Launch: Weston Park Museum									
	Key Questions: Why was the afterlife so important to the Ancient Egyptians?										
	int	Why was light important to the Ancient Egyptians?									
	שנ	Who was Tutankhamun?									
	Enrichment	What is a canopic jar used for?									
	ш	Media/Visual Literacy:									
		BBC Bitesize, images, objects, Hieroglyphics									
		Subject, predicate, stop, pronouns, Subject, predicate, stop, stop									
	_G	fronted adverbials, linking adverbs,	fronted adverbials, linking adverbs,	fronted adverbials, linking adverbs,	pronouns, fronted adverbials,	pronouns, fronted adverbials,	fronted adverbials, linking				
	SPAG	adverbial clauses, non-finite clauses	adverbial clauses, non-finite clauses	adverbial clauses, non-finite clauses	linking adverbs, adverbial clauses,	linking adverbs, adverbial clauses,	adverbs, adverbial clauses, non-				
	•				non-finite clauses	non-finite clauses	finite clauses				
		Text: Grimwood	Text: Grimwood	Text: Grimwood	Text: Grimwood	Text: Grimwood	Text: Grimwood				
		Ancient Egypt	What is Light?	Sarah Desert	National Anthem Lyrics	Tutankhamun biography	Cricket Rules				
		https://kids.britannica.com/kids/arti	https://www.ducksters.com/scienc	https://www.ducksters.com/histo	https://www.royal.uk/encyclope	https://www.ducksters.com/hist	https://www.rookieroad.com/cri				
		cle/ancient-Egypt/353087	e/light.php	ry/africa/sahara_desert.php	dia/national-anthem	ory/ancient_egypt/tutankhamun.	cket/basic-rules-for-kids/				
		NC Link: listening to and discussing a	NC Link: listening to and discussing a	NC Link: listening to and discussing	NC Link: listening to and	<u>php</u>	NC Link: listening to and discussing				
		wide range of fiction, poetry, plays,	wide range of fiction, poetry, plays,	a wide range of fiction, poetry,	discussing a wide range of fiction,	NC Link: listening to and	a wide range of fiction, poetry,				
		non-fiction and reference books or	non-fiction and reference books or	plays, non-fiction and reference	poetry, plays, non-fiction and	discussing a wide range of fiction,	plays, non-fiction and reference				
		textbooks	textbooks	books or textbooks	reference books or textbooks	poetry, plays, non-fiction and	books or textbooks				
		reading books that are structured in different ways and reading for a range	reading books that are structured in different ways and reading for a	reading books that are structured in different ways and reading for a	reading books that are structured in different ways and reading for a	reference books or textbooks reading books that are structured	reading books that are structured in different ways and reading for a				
		of purposes	range of purposes	range of purposes	range of purposes	in different ways and reading for a	range of purposes				
e e		using dictionaries to check the	using dictionaries to check the	using dictionaries to check the	using dictionaries to check the	range of purposes	using dictionaries to check the				
nop		meaning of words that they have read	meaning of words that they have	meaning of words that they have	meaning of words that they have	using dictionaries to check the	meaning of words that they have				
erfly House		checking that the text makes sense to	read	read	read	meaning of words that they have read	read				
tter	ng	them, discussing their understanding, and explaining the meaning of words	checking that the text makes sense	checking that the text makes sense to them, discussing their	checking that the text makes sense to them, discussing their	checking that the text makes	checking that the text makes sense to them, discussing their				
Butt	Readin	in context	to them, discussing their understanding, and explaining the	understanding, and explaining the	understanding, and explaining the	sense to them, discussing their	understanding, and explaining the				
Visit to	ğ	asking questions to improve their	meaning of words in context	meaning of words in context	meaning of words in context	understanding, and explaining the	meaning of words in context				
Visi	Guided	understanding of a text	asking questions to improve their	asking questions to improve their	asking questions to improve their	meaning of words in context	asking questions to improve their				
	Ō	identifying how language, structure,	understanding of a text	understanding of a text	understanding of a text	asking questions to improve their	understanding of a text				
		and presentation contribute to	identifying how language, structure,	identifying how language,	identifying how language,	understanding of a text	identifying how language,				
		meaning	and presentation contribute to meaning	structure, and presentation contribute to meaning	structure, and presentation contribute to meaning	retrieve and record information from non-fiction	structure, and presentation contribute to meaning				
		retrieve and record information from non-fiction	identifying main ideas drawn from	retrieve and record information	retrieve and record information	predicting what might happen	retrieve and record information				
			more than 1 paragraph and	from non-fiction	from non-fiction	from details stated and implied	from non-fiction				
			summarising these	identifying main ideas drawn from	identifying main ideas drawn from						
		Respect	drawing inferences such as inferring	more than 1 paragraph and	more than 1 paragraph and	Cross curricular link: History					
			characters' feelings, thoughts and motives from their actions, and	summarising these	summarising these	significant people and impact					
			justifying inferences with evidence	drawing inferences such as inferring characters' feelings,	drawing inferences such as inferring characters' feelings,						
		12		thoughts and motives from their	thoughts and motives from their						
			Cross curricular Link: Science Ight	actions, and justifying inferences	actions, and justifying inferences						
		Resilience		with evidence	with evidence						
				cross curricular Link: Science light							

Unit: White Rose – Shape

Lesson 9 – Recognise and describe 3-D shapes

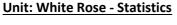
Lesson 10 – Made 3-D shapes

NC Link:

tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by

particular events or tasks



Lesson 1 – Interpret pictograms

Lesson 2 – Draw pictograms

Lesson 3 – Interpret bar charts

Lesson 4 – Draw bar charts

Lesson 5 – Collect and represent data

Lesson 6 – Two-way tables

NC Link: tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks

NC Link:

tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks

NC Link: Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

NC Link:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, 7.5 + 7.1 = 7.6] Compare and order unit fractions, and fractions with the same denominators

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Unit: Light

<u>Lesson: Can you recognise that we need light to see?</u>

NC Link:

Science

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eves
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change
- Cross curricular links- mathspatterns

Cross curricular link: History- ancient civilisations (Egyptians)



Unit: Light

<u>Lesson: Can you identify which</u> <u>surfaces reflect light?</u>

NC Link:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Cross curricular link: History- ancient civilisations (Egyptians)

Unit: Light

<u>Lesson: Can you use a mirror to</u> <u>reflect light and explain how a mirror</u> <u>works?</u>

NC Link:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the ligh from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Cross curricular English-explanation text

Cross curricular link: History- ancient civilisations (Egyptians)

(Unit: Light

<u>Lesson: Why is light from the sun</u> <u>dangerous and how can we protect</u> <u>ourselves?</u>

NC Link:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Cross curricular links- Englishreports

Unit: Light

<u>Lesson: What materials block light</u> <u>to form shadows?</u>

NC Link:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Cross curricular links- DT- materials

Unit: Light

<u>Lesson: Can you investigate how</u> <u>shadows change size?</u>

NC Link:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

	Teach Computing: Programme A-	Teach Computing: Programme A-	Teach Computing: Programme A-	Teach Computing: Programme A-	Teach Computing: Programme A-	Teach Computing: Programme A-
	Sequence in Music	Sequence in Music	Sequence in Music	Sequence in Music	Sequence in Music	Sequence in Music
	Lesson: Introduction to Scratch	Lesson: Programming Sprites	Lesson: Sequences	Lesson: Ordering Commands	Lesson: Looking good	Lesson: Making an instrument
	NC Link Use search technologies	NC Link Use search technologies	NC Link Use search technologies	NC Link Use search technologies	NC Link Use search technologies	NC Link Use search technologies
	effectively, appreciate how results are	effectively, appreciate how results are	effectively, appreciate how results	effectively, appreciate how results	effectively, appreciate how results	effectively, appreciate how results
	selected and ranked, and be discerning	selected and ranked, and be	are selected and ranked, and be	are selected and ranked, and be	are selected and ranked, and be	are selected and ranked, and be
	in evaluating digital content	discerning in evaluating digital content	discerning in evaluating digital	discerning in evaluating digital	discerning in evaluating digital	discerning in evaluating digital
	Select, use, and combine a variety of	Select, use, and combine a variety of	content	content	content	content
	software (including internet services)	software (including internet services)	Select, use, and combine a variety of	Select, use, and combine a variety	Select, use, and combine a variety	Select, use, and combine a variety
	on a range of digital devices to design	on a range of digital devices to design	software (including internet services)	of software (including internet	of software (including internet	of software (including internet
	and create a range of programs,	and create a range of programs,	on a range of digital devices to	services) on a range of digital	services) on a range of digital	services) on a range of digital
.	systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting	systems, and content that accomplish	design and create a range of	devices to design and create a	devices to design and create a	devices to design and create a range
	given goals, including collecting,	given goals, including collecting,	programs, systems, and content that	range of programs, systems, and	range of programs, systems, and	of programs, systems, and content
	analysing, evaluating, and presenting	analysing, evaluating, and presenting	accomplish given goals, including	content that accomplish given	content that accomplish given	that accomplish given goals,
`	data and information	data and information	collecting, analysing, evaluating, and	goals, including collecting,	goals, including collecting,	including collecting, analysing,
			presenting data and information	analysing, evaluating, and	analysing, evaluating, and	evaluating, and presenting data and
			presenting data and information	presenting data and information	presenting data and information	information
				presenting data and information	presenting data and morniation	
		Cross curricular links-maths- data	Cross curricular links-maths- data			Cross curricular links- maths- data
		handling	handling	Cross curricular links-maths-	Cross curricular links- maths- data	handling
		nanding	Hallullig	ordering	handling	nanumg
				ordering.	Handing	Cross curricular link: Music
						Cross curricular link. Ividsic
						Resilience

	Unit. Tong Founting Aut	Haits Tong Equation Ast	Units Tong Founting Aut	T		
	Unit: Tone – Egyptian Art	Unit: Tone - Egyptian Art	Unit: Tone - Egyptian Art			
	<u>Lesson:</u> How do artists use tone?	Lesson: Can I use tone?	Lesson: Can I create a final piece using tone?			
Art & Design	NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas Cross curricular link: History ancient civilizations (Egyptians)	NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC Link: to create sketch books to record their observations and use them to review and revisit ideas			
, 				Unit: Design and technology-	Unit: Design and technology-	Unit: Design and technology-
.				Egyptian technology	Egyptian technology	Egyptian technology
				Lesson: How did the Egyptians transport water?	Lesson: Can you design a shaduf? NC Link: generate, develop, model	Lesson: Can you make a shaduf?
				NC Link: use research and develop	and communicate their ideas	NC Link: select from and use a wider
				design criteria to inform the design	through discussion, annotated	range of tools and equipment to
				of innovative, functional, appealing products that are fit for purpose,	sketches, cross-sectional and exploded diagrams, prototypes,	perform practical tasks [for example, cutting, shaping, joining
log/				aimed at particular individuals or	pattern pieces and computer-aided	and finishing], accurately
hno				groups	design	
Design and Technology				Cross curricular links- English-	apply their understanding of how to strengthen, stiffen and reinforce	Cross curricular link: History- ancient civilisations
and				explanation text and history-	more complex structures	RESILIENCE
ign				ancient civilisations	·	
Des					Cross curricular link: History- ancient civilisations	
	Unit: Egypt/deserts	Unit: Egypt/deserts		Unit: Deserts	Civilisations	
	Lesson: Locational Knowledge	Lesson: Settlement & Land use		Lesson: physical geography		
	Where in the world is Egypt?	Why was the river Nile important to the Ancient Egyptians?		What is a desert?		
hv	NC Link: physical geography, including:	NC Links absorbed as a seat		NG Limbu mbunian la constant		
Geography	climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	NC Link: physical geography, including: climate zones, biomes and		NC Link: physical geography, including: climate zones, biomes		
Geo	earthquakes, and the water cycle	vegetation belts, rivers, mountains,		and vegetation belts, rivers,		
	,	volcanoes and earthquakes, and the		mountains, volcanoes and		
		water cycle		earthquakes, and the water cycle		
		Cross curricular links- English-		Cross curricular links- English-		
		explanation text and history- ancient		explanation text		
		civilisations				

			<u>Unit:</u>		Unit:	Unit: Egyptians
			Lesson: Chronology		Lesson: Significant People	Lesson: Life
			When did the Ancient Egyptians live?		Who was Tutankhamun?	What was life like in Ancient Egypt?
History			NC Link: a non-European society that provides contrasts with British history		NC Link: a non-European society that provides contrasts with British history	NC Link: a non-European society that provides contrasts with British history
			Cross curricular links- English- explanation text and maths ordering numbers		Cross curricular links- English- explanation text	
	<u>Unit: Twinkl Spanish – All About</u> <u>School</u>	Unit: Twinkl Spanish – All About School	Unit: Twinkl Spanish – All About School			
	Lesson 1 – What's in the Classroom?	Lesson 2 – What's in Your Pencil Case?	Lesson 3 – School Subjects	Lesson 4 – PE Lesson	Lesson 5 – Around Our School	Lesson 6 – What Do You Like to Do?
ME	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing
	Charanga Unit: Enjoying Improvisation					
Music	Lesson 1 – He's Got The Whole World In His Hands (Part 1)	Lesson 2 – He's Got The Whole World In His Hands (Part 2)	Lesson 3 – Why Does Music Make a Difference (Part 1)	Lesson 4 – Why Does Music Make a Difference (Part 2)	Lesson 5 – Panda Extravaganza	Lesson 6 – Assessment Checkpoint
	Respect		Cross curricular link: PSHE CD	Cross curricular link: PSHE CD		

Unit: Striking/fielding games &	Unit: Striking/fielding games	Unit: Striking/fielding games	Unit: Striking/fielding games	Unit: Striking/fielding games	Unit: Striking/fielding games
Athletics	onic. Striking/ neiding games	onic. Striking/ neturing garries	Onic. Striking/ neturing garries	Onic. Striking/ licituing games	Onic. Striking/ neiding games
Attrictes	Lesson: Cricket/Athletics	Lesson: Cricket/Athletics	Lesson: Cricket/Athletics	Lesson: Cricket/Athletics	<u>Lesson:</u> Cricket/Athletics
Lesson: Cricket/Athletics	<u>Lesson:</u> Chekely Atmetics	<u>Lesson:</u> energy temeters	<u>Lesson:</u> Chekely Atmeties	<u>Lesson.</u> energy timeties	<u>ecsson.</u> cheket//tellectes
<u>Lesson:</u> chekely remetes	NC Link: play competitive games,	NC Link: play competitive games,	NC Link play competitive games,	NC Link: play competitive games,	NC Link: play competitive games,
	modified where appropriate [for	modified where appropriate [for	modified where appropriate [for	modified where appropriate [for	modified where appropriate [for
NC Link: play competitive games,	example, badminton, basketball,	example, badminton, basketball,	example, badminton, basketball,	example, badminton, basketball,	example, badminton, basketball,
modified where appropriate [for	cricket, football, hockey, netball,	cricket, football, hockey, netball,	cricket, football, hockey, netball,	cricket, football, hockey, netball,	cricket, football, hockey, netball,
example, badminton, basketball,	rounders and tennis], and apply basic	rounders and tennis], and apply	rounders and tennis], and apply	rounders and tennis], and apply	rounders and tennis], and apply
cricket, football, hockey, netball,	principles suitable for attacking and	basic principles suitable for attacking	basic principles suitable for	basic principles suitable for	basic principles suitable for
rounders and tennis], and apply basic	defending	and defending	attacking and defending	attacking and defending	attacking and defending
principles suitable for attacking and	derending	and determing	actually and acterially	detacking and determing	attacking and acterialing
defending					
derending					
l a					
Rule of Law Tolerance					
Rule of Law Tolerance					
42					
Resilience					
<u>Unit: Islam</u>	<u>Unit: Islam</u>	<u>Unit: Islam</u>	<u>Unit: Islam</u>	<u>Unit: Islam</u>	<u>Unit: Islam</u>
<u>Lesson:</u> EXPLORE	<u>Lesson:</u> EXPLORE	<u>Lesson: REVEAL</u>	<u>Lesson:</u> REVEAL	Lesson: REVEAL	<u>Lesson:</u> RESPOND
What are the key aspects of the Muslim	· ·	What are the key aspects of the	What are the key aspects of the	What are the key aspects of the	What are the key aspects of the
faith?	Muslim faith?	Muslim faith?	Muslim faith?	Muslim faith?	Muslim faith?
Cross Comission Links PCUE CD	Creas Comission Links POUT CD	Cross Comission Links BSUE CD	Canada Compinglant Links DCUE CD	Curan Complete Linds PCUE CD	Cross Commissular Links BCUS CD
Cross Curricular Link: PSHE CD	Cross Curricular Link: PSHE CD	Cross Curricular Link: PSHE CD	Cross Curricular Link: PSHE CD	Cross Curricular Link: PSHE CD	Cross Curricular Link: PSHE CD
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Democracy					I I
Democracy					

Jigsaw Unit: Relationships	Jigsaw Unit: Relationships	Jigsaw Unit: Relationships	Jigsaw Unit: Relationships	Jigsaw Unit: Relationships	Jigsaw Unit: Relationships
Lesson: What are the roles and responsibilities of each member of my family and what are the expectations for males and females?	<u>Lesson:</u> What are the skills of friendship?	Lesson: How can I keep myself safe online? Cross curricular link: Computing online safety	Lesson: How can some of the actions and work of people around the world help and influence my life?	Lesson: How are my needs and rights shared by children around the world and how are our lives different?	Lesson: How can I show my appreciation to my friends and family?