Epic Elements Spring 2026

Communication and Language

- Listening to a range of stories and re-tell them
- Answer 'how' and 'why' questions in response to stories.
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learning rhymes and songs.
- Presentation of learning – showing parents what we have learned.

PSED

- Circle/PSHE time.
- Expressing their own feelings and comparing those to the feelings had by characters in the stories.
- Turn-taking through playing games together.
- If you could wish for anything, what would it be?
- Read 'The treasure of pirate frank' – celebrating diversity.
- Stories about emotions and feelings – learning strategies of how to deal with those.
- Golden rules – showing respect for each other and belongings.

PD

- P.E. lessons – games, gymnastics
- Cutting out items of junk modelling and combining them using various methods – string, glue, sellotape
- Making an obstacle course – using the large spare parts
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- Finger painting – painting sea creatures
- Scissors – make a crab, treasure chest
- Threading beads – making pirate treasure
- Fine motor early work activities

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about pirates and treasure.
- Writing
- Billy's bucket, Commotion in the Ocean, the treasure of pirate Frank, My mum, – rhyming words and adjectives
- Sentence writing focus each week – using capital letters and full stops.
- Label pirate treasure map
- Write Mother's day cards
- Write about favourite sea creature.
- Independent writing - EMW

Maths

- Problem solving i.e. Using sea creatures and their legs to add up to a given amount
- Counting practise out each week in class as an activity – counting characters, counting pegs, counting pirate treasure etc
- Telling the time/sequencing daily routines
- Doubling
- Measure - length
- Subitise
- Addition- One Night at the zoo
- Subtraction
- 3d shape
- Recognising coins

Expressive Arts and Design

- Making pirate eye patches and hats , telescopes, flags, pirate treasure and treasure
- Building/constructing pirate ships out of junk, matchsticks or construction pieces
- Make a jellyfish – paper plate
- Playdough – pirates, flowers, sea creature
- Mixing colours - paints
- Chinese New Year art
- Sheringham Shantymen – live music
- Making boats out of junk

Understanding of the World

- Floating and sinking – testing boats and items that float/sink
- Making pirate maps
- Finding out about the sea and sea creatures
- Looking at maps, atlases and globes
- Look at different features on a map
- Pancake day
- Chinese New Year – traditions
- Mother's day
- Easter
- Where we live – Earth facts, oceans.
- Anglia Water visit – how we can save water
- Science Fair – whole school
- Marine Biology Visit – what is in our local sea?

Epic Elements – Spring 2026

Communication & Language

*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
*Express their ideas and feelings about their experiences using full sentences.
*Listen attentively and respond to what they hear with relevant questions, comments and actions
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Personal, Social, Emotional Development

*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
*Work and play cooperatively and take turns with others.
• Form positive attachments to adults and friendships with peers.
• Show sensitivity to their own and to others' needs.

Physical Development

*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
• Use a range of small tools, including scissors, paintbrushes and cutlery.
• Begin to show accuracy and care when drawing.
*Negotiate space and obstacles safely, with consideration for themselves and others.
*Demonstrate strength, balance and coordination when playing.
*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
*Anticipate (where appropriate) key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
* Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
*Write recognisable letters, most of which are correctly formed.
• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
• Write simple phrases and sentences that can be read by others

Maths

*Have a deep understanding of number to 10, including the composition of each number.
•Subitise (recognise quantities without counting) up to 5.
• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
• Verbally count beyond 20, recognising the pattern of the counting system.
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.
• Make use of props and materials when role playing characters in narratives and stories.
*Invent, adapt and recount narratives and stories with peers and their teacher.
• Sing a range of well-known nursery rhymes and songs.
• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

*Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.
*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Explore the natural world around them, making observations and drawing pictures of animals and plants.
• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Spring 2026 – **Epic Elements Year 1 and 2** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives
Explore people and events – Columbus, Grace Darling, Nelson

Overview of History Content
Nelson - linked to travel and discovery of new places and foods.
Grace Darling – drama linked to dramatic rescue

History link - Time and Tide visit, with a pirate focus. Pirate week, involving making pirate flags and learning key facts and about pirates in history. Songs linked to pirates
Pirate dressing up day

Science Objectives
Science – Living Things - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Science - Use of Everyday Materials – Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

Compare and group together a variety of everyday materials based on their simple physical properties

Overview of Science Content
Animals – naming animals, and their animal groups. Art work, making an animal from each animal group

DT/Science – Design and make a pirate ship to cross a sea
DT/Science- Which materials would make the best boat or umbrella. Testing materials to find out which are waterproof.

Anglian water visitor and Marine Biologist Visit

Science Fair with parents

Science Week – including Mad Science visit

DT objectives
Design
♣ design purposeful, functional, appealing products for themselves and other users based on design criteria
♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make
♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate
♣ explore and evaluate a range of existing products
♣ evaluate their ideas and products against design criteria
Technical knowledge
♣ build structures, exploring how they can be made stronger, stiffer and more stable

Overview of DT content
DT/Science – design and make a pirate ship to cross a sea; make an ocean in an egg box
DT/Science- Which materials would make the best boat or umbrella. Testing materials to find out which are waterproof.
Making recycled paper (y1)

Geography Objectives
- Name and locate the world's seven continents and five oceans – use World Maps to locate

Identify key physical features – beach, cliff, coast, sea, ocean, river

-understand geographical similarities and differences through studying the human and physical geography of a small area of UK and a small area of a contrasting non-European country

Art Objectives
♣ to use drawing, painting to develop and share their ideas, experiences and imagination
♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
♣ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

PE Objectives:
Y1
Maintains stillness on different bases of support with different body shapes
Develop basic strength and flexibility.
Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required
Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end

-use world maps, atlases and globes to identify the UK and its countries **Overview of Geography Content** Plan a holiday - Travel by boat, trade routes, seaside locations. Compare seaside locations – y1 contrasting Barbados and Cromer; y2 Kenya and Norfolk; looking at human and physical features Links to History coverage - Nelson - linked to travel. Seven continents and 5 oceans; Identify key physical features – link to travel/holiday, make travel guides/maps; Mountains below the sea; coral reef; waterfalls; snowflakes/ice/frozen water sprays Anglian water visitor and Marine Biologist Visit	**Overview of art content** Artwork linked to animals Science work. Use of different textures, pattern and colour to represent animals. Artwork linked to Easter. Y2: colour mixing: tints, tones and shades. Mixing different blues by adding white, black and green. Looking at paint charts and discussing names for paints. Using inspiration from this to name own paint colours created. Using their knowledge to create seascapes. Study of famous seascape paintings. Discussion about these.	Y2 Perform dances using simple movement patterns Show good awareness of space and the actions of others Develop basic strength and flexibility. **Overview of PE content** Gymnastics and dance following Get Set 4 PE scheme
RE Objectives Christianity: Easter How do different people celebrate Easter? • To know that Easter includes a number of different events with the most important being Good Friday and Easter Sunday. • To know that Easter is an important celebration for Christians. • To know that for Christians Easter is about Jesus and most Christians around the world believe in Jesus' death and resurrection. • Some Christians include a lot of ritual at Easter and others do not. **Overview of RE content** Share story versions of the Easter story including extracts from a Children's Bible and Lego Builders on YouTube. Describe and order events in Holy Week. Discuss which objects/symbols are important for Christians in the Easter story. Look at pictures and discuss the different ways in which Catholics and Baptists celebrate Easter. Make Easter cards which include something which symbolises the meaning of Easter to Christians.	**Music Objectives:** use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. **Overview of Music content** BBC Teach School Radio – Sun, Sea and Song – follow programme to learn songs, including in parts, and adding in instruments Sheringham Shanty Men visit	**PSHE objectives:** **We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study** Zones of Regulation class sessions (y1) Circle Time based around behaviour, attitudes, being kind, and taking turns Environmental issues – Blue Planet, Arctic habitats, Seven Worlds. Making documentaries and videos to highlight plastic pollution. Art project using reclaimed materials – bottle fish. Writing a report about environmental issues. Water Safety – saving lives at sea. Presentation of Learning to parents and other classes Anglian Water visit Focus on new school values – happiness, honesty and creativity

Computing Objectives ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **Overview of Computing content** Using Purple Mash to link to Topic, Literacy and Maths work Use of online maths games, e.g. Hit the Button, Topmarks, Nessy etc. Coding on Purple Mash (Fun with Fish y1)	**Languages** N/A	

Spring 2026 – **Epic Elements** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives

Overview of History Content

Science Objectives

States of matter

-Compare and group materials together, according to whether they are solid, liquids or gas.
-Observe that some materials change state when heated or cooled and measure or research the temperature at which this happens in degrees C.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

-Identify how sounds are made, associating some of them with something vibrating
-Recognise that vibrations from sounds travel through a medium to the ear
-Find patterns between the volume of sound and the strength of the vibrations that produce it
-Recognise that sounds get fainter as the distance from the sound source it increases.

Overview of Science Content

States of matter:

-We started by looking at particle structure and grouping solids, liquids and gases.
-We melted chocolate to see how a solid can change into a liquid.
-We looked at fizzy drinks and explored how carbon dioxide has a weight
-We observed evaporation (changes over time)
-We looked at the water cycle and made our own versions of the water cycle in a bag.
-We tested how the temperature impacts the rate of evaporation.

Sound

-We studied vibrations and looked at how vibrations are made
-We studied the structure of the humour ear
-We explored ways to change the pitch and amplitude of sound.
-We explored how sound travels over distance

DT Objectives

-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
-investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Overview of DT Content

	-We made our own string telephones *Extra-curricular links to Science:* -Year 3 Science Club (4-weekly sessions) -Mad Science (45-minute show) -Marine Biology Visit -Science Fair (Parent collaboration, open to children across the whole school)	
Geography Objectives -Describe and understand key aspects of volcanoes and earthquakes. **Overview of Geography Content** -We looked at the layers of the Earth -We looked at tectonic plates and how they can move -We identified parts of a volcano -We looked at the world map and identified the ring of fire -We studied how volcanoes are formed -We looked at dormant, active and extinct volcanoes -We studied why people live by volcanoes and expressed our own opinions on this. -We looked at Earthquakes and how they occurred -We looked at how earth quakes are measured	**Art Objectives** *Year 3 content:* -Can they compare the work of different artists? -Can they communicate what they feel the artist is trying to express in their work? -Can they communicate what they are trying to express in their own work? -Can they make detailed observational drawings of objects and people? -Can they make colour wheels to show primary and secondary colours? *Year 4 content:* -Can they compare the work of different artists? -Can they see how art can change over time? -Can they make the colours shown on a commercial colour chart? -Can they mix and match colours to those in a work of art? **Overview of art content** <u>Year 3:</u> -We studied Pop Art, exploring the work of Andy Warhol. -We analysed the colour wheel and discussed contrasting colours. -We used oil pastels to colour our final piece having previously explored how to use oil pastels and trial colours that contrasted with one another. <u>Year 4:</u> -We studies and created collages inspired by Henri Matisse. -Explored colour mixing – with a specific focus on shades and tints	**PE** *Year 3 content:* -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations. *Year 4 content:* -Perform dances using a range of movement patterns -Play competitive games, modified where appropriate **Overview of PE content** -Year 3 have been swimming this term -Year 4 have completed Gymnastics and Dodgeball this term

	-Looked at historical paintings to inspired a Matisse style of work.	
RE Objectives -Norfolk Agreed Syllabus. **<u>Overview of RE content</u>** <u>Year 3:</u> -Completed Enquiry 2: What is the trinity? Covering the following: -Explored Christians' belief in God. -Explored the nature of God the Father through the parable. -Learned about and explained the symbolism of 'Incarnation' and 'Salvation' and how these may have an impact on the way Christians view life. -Analysed Galatians 2:22-23 -To conclude this unit of work, the children each created their own piece of artwork to express their understanding of the Trinity. <u>Year 4:</u> -We looked at the Easter story and explored its meaning for Christians.	**Music** -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music. **Overview of Music content** -Visit from Sheringham Shanty Men <u>Year 3:</u> -Completed 6-lesson sequence 'Let Your Spirit Fly' glockenspiel unit of work on Charanga.	**PSHE Objectives** -At Rackehath Primary, we follow Zone of Regulation curriculum. **Overview of PSHE Content for Year 3 and 4** <u>Year 3:</u> -Completed Touch Typing unit on Purple Mash. Pupils then used the skills they'd learned during this unit of work to type up/ publish their English work (Recount of a 'Fantastically Wonderful Woman').
Computing Objectives *Year 3 content:* -Do they know how to manipulate text (e.g. underline text, centre text, change font and size)? -Can they save files (e.g. word doc, pictures) to an appropriate folder? *Year 4 content:* *-Can they insert media into a presentation (image, video, audio)?* *-Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?* *-Can they create a presentation that is aimed at a specific audience?* **Overview of computing content** - Year 3 completed touch-typing unit of work on Purple	**Languages Objectives** -French: Engage in conversations, ask and answer questions. -Speak in sentences using familiar vocabulary -Write phrases from memory • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? • Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc • Can they use short phrases to give a personal response? • Can they name and describe places?	

Mash. They then used Microsoft Word to type up their biographies in English. -Year 4 completed a Coding unit (on Purple Mash) and created presentations using PowerPoint.	• Can they read and understand short and simple texts using familiar language, already taught? **Overview of French Content** -In Year 4, we have learned names for common school objects/ supplies. They have also learned about the four seasons.	

Spring 2026 – **Epic Elements Year 5 and 6** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives

A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt

Overview of History Content

Ancient Egypt looking at:

- Timelines
- Location
- Importance of the Nile
- Egyptian Life
- Houses
- Egyptian food
- Gods/goddesses
- Pyramids
- Mummification
- Jobs of Ancient Egyptians
- Afterlife

Ancient Egyptian Day (food, artwork, clothing)
Presentation of Learning.

Science Objectives

Recognise that light appears to travel in straight lines.
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Forces:
- Identify the effects of water resistance
Properties and changes of materials:
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Overview of Science Content

- Looking at and experimenting with light through water
- Water resistance ideas of building a boat.
- Looking at parts of the eye
- Reflection using mirrors
- Light beams through a maze
- Science week/science fayre
- Mad Science visit
- Anglian Water visit
- Presentation of Learning.

DT

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches
Investigate and analyse a range of existing products
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Understand how key events and individuals in design and technology have helped shape the world
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Overview of DT Content

- Designing and build a vehicle using wooden frame and wheels to take part in a forces race. Children have autonomy of number wheels and shape of frame.

- Bridge building competition to get a car across an 80cm gap using only 20 pieces of newspaper. Make a bridge, test and then remake. (Yr 6)
- Experimenting with paper and how to make it as strong as possible

Geography Objectives

Describe and understand key aspects of physical geography, including:

- Coasts and rivers
- The Water Cycle

Overview of Geography Content

- Rivers of the world homework
- Rivers of the UK
- Features of a river from source to mouth
- Features of a coastline
- Made a River System using papier-mâché (Year 5)

Art

To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paint, clay]

Overview of art content

- Water colours Egyptian sunset
- Oil Pastel Ancient Egyptian heads
- Clay cartouches
- Pointillism art to create middle of river
- Papier-mâché river systems (Yr 6)

PE

Develop flexibility, strength technique, control and balance [through Dance]
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Overview of PE content

- Dance (Rock and roll, creating own dance routines, tempo, range)
- Tag-rugby
- Invasion Games
- Basketball

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- Talk for writing to name features of a river
- Anglian Water Visit (knowledge of rivers and the water system)
- Presentation of Learning.
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- Experimenting with negative space. (Year 5)
- Presentation of Learning.
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RE
Year 5 Spring 2 – The key beliefs of Christianity

Overview of RE content
Year 5

Study of Bible Stories to learn more about Jesus the Messiah.
The Easter story
Holy Week

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Music
Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory
Use and understand staff and other musical notations
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music.
Overview of Music content

Shanty men singing

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RSHE
We are following the PSHE Association’s programme of study for RSHE:
https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning

We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.

Overview of RSHE content
Weekly circle time sessions to talk about:

School issues
School feelings
Mental health
How to handle emotions
School values

Internet Safety day

Safe passwords
Safe sites
Personal data protection

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Computing
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Overview of Computing content
Coding and debugging of Spheros
(Y5) Coding masterclass
Purple Mash introduction
Internet Safety week Safe passwords, Safe sites, Personal data protection, Pupil online Self-evaluation
‘Online’s not Fine’ worry box
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