

Kite Curriculum Overview 2022/23

Autumn		
English	Defeat the Monster Story – The Cobbler and The Dragon – Focus: Suspense Non-Fiction – A Royal Wedding – Newspaper Report Rags to Riches – Cinderella – Focus: Setting Invent writing Poetry	
Maths	Year 3: Read and write 3-digit numbers Compare and order numbers up to 1000 Finding 10 or 100 more or less than a given number Recognise and count in tenths Recognise horizontal, vertical, perpendicular and parallel lines Add numbers with up to 3-digits mentally Subtract numbers with up to 3-digits mentally Know and use multiplication facts for 3, 4 and 8 multiplication tables Know and use division facts for 3, 4 and 8 multiplication tables	Read and write 4-digit numbers Compare and order numbers up to 10,000 Round any number up to 4-digits to the nearest 10, 100 or 1000 Classify quadrilaterals Add and subtract numbers with up to 4-digits mentally Know and use multiplication facts for 6, 7 and 9 multiplication tables Know and use division facts for 6, 7 and 9 multiplication tables
Science	Animals including humans: <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement Light: <ul style="list-style-type: none"> 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 a solid object Find patterns in the way that the sizes of shadows change. 	
RE	Gospel: What Kind of world did Jesus want? Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice	

	<p>Incarnation: What is the Trinity?</p> <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	
History	<p><u>What can we learn from Long Sutton and its residents about the history of the village/school over the past 150 years?</u></p> <p>School's 150th Birthday</p> <p>Focus – School buildings and development of village and childhood focus</p> <p>To know how the building built in Long Sutton have changed over time To be able to use maps, photos and pictures to understand the changes over time To understand why and how the village has grown over the past 150years To understand how jobs that people in the village do have changed over time using census data To know how children's lives in Long Sutton have changed over the past 150 years</p> <p>A study over time tracing how <i>several aspects of national history are reflected in the locality.</i></p>	
Geography	<p>What is like to live in Italy?</p> <ul style="list-style-type: none"> • To be able to locate Italy on a map • To be able to locate key European countries on a map • To know the key cities, environmental regions and characteristics • To understand the similarities and difference to the UK • To identify the climate zones, rivers, mountains, volcanoes and earthquakes. • To know what it is like to live in Italy • To explore the types of settlement, land use and economic activity <p>NC:</p> <ul style="list-style-type: none"> • To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting European country – Italy • locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, 	
Art	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Diego Fazio (Pencil drawing)</p>	
	Experiment with a variety of pencils to explore potential.	Identify and draw the effect of light Scale and proportion.

	<p>Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting. Accurate drawings of people – particularly faces</p>	<p>Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings.</p>
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	
	<p>Colour mixing. Make colour wheels. Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing.</p>	<p>Colour mixing and matching; tint, tone, shade Observe colours – Suitable equipment for the task Colour to reflect mood</p>
PE	<p>Autumn A: Invasion Games and Net/Racket Games</p> <p>Autumn B: Gym and Dance</p>	
Music	<p>Changes in pitch, tempo and dynamics</p> <ul style="list-style-type: none"> • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos. <p>Pentatonic Melodies and compositions</p> <ul style="list-style-type: none"> • Match their movements to the music, explaining why they chose these movements. • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently. • Work as a group to perform a piece of music. 	
PSHE	<p>Families and Friends:</p> <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Recognise that there are times when they might need to say 'no' to a friend; • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); <p>Belonging to a Community</p> <ul style="list-style-type: none"> • Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; 	

	<ul style="list-style-type: none"> • To value the different contributions that people and groups make to the community. • Define what a volunteer is; <p>Safe Relationships:</p> <ul style="list-style-type: none"> • Anti Bullying week • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different people in the school and local community help them stay healthy and safe; • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Give examples of strategies to respond to being bullied, including what people can do and say; • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Online Safety:</p> <ul style="list-style-type: none"> • I contribute to shared rules and use them to make good choices when I use technology • I comment positively and respectfully when I use different technologies • I explain how to check who owns photos, text and clipart • I identify key words to use when searching safely online and think about the reliability of information I find • I use a range of strategies to protect myself and my friends from harm online, including reporting
DT	<p>Mechanical: Making a sling shot car</p> <ul style="list-style-type: none"> • Work independently to produce an accurate, functioning car chassis. • Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results. <p>Food: Adapting a recipes</p> <ul style="list-style-type: none"> • Follow a recipe, with some support.

	<ul style="list-style-type: none"> Describe some of the features of a biscuit based on taste, smell, texture and appearance. Adapt a recipe by adding extra ingredients to it. Plan a biscuit recipe within a budget.
Computing	<p>Collaborative Learning (systems and networks)</p> <ul style="list-style-type: none"> To understand that software can be used to work online collaboratively To understand how to contribute to someone else's work effectively To understand how to create a digital survey To create and share a Microsoft Form To analyse data
MFL	<p>French greetings: Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</p> <p>French Adjective of colour, shape and size: Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</p>

Spring		
English	<p>Invent writing Losing Tale – George's Marvellous Concoction – Focus: Character and dialogue Poetry Non-Fiction – Don't be mean Grandma – Persuasion Non fiction invent possibly linked to history Poetry</p>	
Maths	<p>Year 3: Compare and order fractions with same numerator or same denominator Add numbers with up to 3-digits using a formal written method Subtract numbers with up to 3-digits using a formal written method Choose efficient methods to add and subtract numbers up to 3-digits Multiply 2-digit by 1-digit numbers mentally Divide 2-digit by 1-digit numbers mentally Multiply 2-digit by 1-digit numbers using a formal written method</p>	<p>Add and subtract numbers with up to 4-digits using a formal written method Know and use multiplication facts for 11 and 12 multiplication tables Know and use division facts for 11 and 12 multiplication tables Choose efficient methods to add and subtract Multiply 2-digit by a 1-digit using the distributive law Multiply 3-digit by a 1-digit using a formal written method Divide a 3-digit by a 1-digit number Use place value, known and derived facts to multiply and divide mentally Identify acute and obtuse angles</p>
Science	<p>States of Matter:</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 	

	<ul style="list-style-type: none"> Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound:</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
RE	<p>What do Hindu people believe about Dharma, Deity and Atman? Hinduism (AMV)</p> <p>Key Belief – Dharma. (Right-living, respecting life, honouring Natural world) • Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. • Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. • Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</p> <p>Belief – Deity (Brahman, Deva, Devi, Avatar) Belief – Atman (The Divine within) • Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. • Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. • Know that Hindus have a special place at home for performing puja once a day. • Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information.</p>
History	<p>What did the Romans do for us?</p> <p>History:</p> <ul style="list-style-type: none"> The Roman Empire and impact on Britain A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1666 – legacy of Roman culture on later parts in history. <p>Key Question: What was the Roman Empires most significant impact on Britain. (A study of changes in Britain's social history and settlements)</p> <ul style="list-style-type: none"> To know that Britain has been invaded and settled in.

	<ul style="list-style-type: none"> • To know that people come to / invade a country because of the resources that it offers. • To know that the Romans invaded Britain in 43AD. (chronology) • To know that the Romans invaded from the South-East of Britain. • To know that the spread of the Roman Empire was due to conquering land across Europe, the East and the Mediterranean. • To identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). (innovation) • To know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction). (impact) • To know that Boudicca rebelled against the Romans in order to protect her property. • To know that the fall of the Roman Empire was caused by: -Corrupt politicians and rulers -Fighting and civil wars within the Empire -Attacks from barbarian tribes -The Roman army was no longer a dominant force - The Empire became so large it was difficult to govern • To know that within the same period of time, there were different parts of the world that were both similar and different to Britain. • To know that different people who have invaded and settled have brought different technology, culture and beliefs to the country that are still prevalent / evidenced today. (impact) • To know that invasion and settling has led to significant changes that have impacted on everyday life. (impact) 	
Geography	Taught in Autumn and Summer Term	
Art	Texture (textiles, clay, sand, plaster, stone) Edward Said (Tingatinga art)	
	Use smaller eyed needles and finer threads Weaving Tie dying, Batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics
	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Zaha Hadid (Architect)	
	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction ☐ aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
PE	Spring A: Invasion Games (Hockey) and Fitness/Cross Country	
	Spring B: Invasion Games (Tag Rugby) and Fitness/Cross Country	
Music	Adapting and transposing (Romans) <ul style="list-style-type: none"> • Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. 	

	<ul style="list-style-type: none"> Combine different versions of a musical motif and perform as a group using musical notation.
PSHE	<p>Respecting Ourselves and Others:</p> <ul style="list-style-type: none"> Define successful qualities of teamwork and collaboration. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Identify ways in which everyone is unique; Appreciate their own uniqueness; Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise Recognise that there are times when they will make the same choices as their friends and times when they will choose differently <p>Online Safety:</p> <ul style="list-style-type: none"> I know that anything I share online will stay there to be seen and used by others I make safe choices when using technology to communicate responsibly with others I explain why I need to ask a trusted adult before downloading files and games from the internet <p>Money and Work</p> <ul style="list-style-type: none"> To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Understand that humans have rights and also responsibilities;
DT	<p>Electrical systems: Torches</p> <ul style="list-style-type: none"> Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.
Computing	<p>Further coding with scratch</p> <ul style="list-style-type: none"> Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating.

	<ul style="list-style-type: none"> • Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. • Understand what a variable is and how to use the 'say' and 'ask' blocks. • Create a variable and be able to use a variable to record a score. • Understand what a variable is and how it works within a program. <p>Investigating Weather (Data handling)</p> <ul style="list-style-type: none"> • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.
MFL	<p>In a French Classroom:</p> <ul style="list-style-type: none"> • Show their understanding of key vocabulary with a physical response. • Attempt to accurately imitate the pronunciation of vocabulary. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using a label as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.

Summer		
English	Warning Tale – Reilly – Focus: Description, Openings and Endings Invent Writing Non-fiction – Wizards – Information Text Non-Fiction – Should Reilly be allowed to play what he wants? - Discussion	
Maths	Year 3: Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money	Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money

	Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time	Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time
Science	Rocks: <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	
RE	The Kingdom of God – When Jesus left, what was the impact of Pentecost? Christians believe that Jesus inaugurated the ‘Kingdom of God’ – i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. People of God: What is it like to follow God? The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.	
History	Taught in Autumn and Spring Term	
Geography	What causes Volcanoes and earthquakes? To understand how the earth moves and the causes of earthquakes and volcanoes To locate key volcanoes. To know the structure of volcanoes and the features of an eruption To understand that the earth’s crust is split into tectonic plates To understand why people live near volcanoes To understand the causes of earthquakes and the features of these To locate earthquakes using longitude and latitude NC: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, 	
Art	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	

	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns. Modify and adapt prints
	Pattern (paint, pencil, textiles, clay, printing) MC Escher (Tessellations)	
	Pattern in the environment Design using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation
PE	Summer 1: Athletics and Fielding and Striking Games (Cricket)	
	Summer 2: Fielding and Striking games (Rounders) and swimming	
Music	Body and tuned percussion (Rainforests) <ul style="list-style-type: none"> • Identify the structure of a piece of music. • Have an idea as to when there is one layer in a piece of music and when there are two. • Play a sequence in the correct order in time with their partner. • Have two contrasting rhythms being played together. • Have two different melodies being played together. • Have a complete piece of music with four different layers with an appropriate structure 	
PSHE	Physical Health and Mental Well Being <ul style="list-style-type: none"> • About the elements of a balanced, healthy lifestyle. • About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. <p>Keeping safe:</p> <ul style="list-style-type: none"> • Identify situations which are either dangerous, risky or hazardous; • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Understand some of the key risks and effects of smoking and drinking alcohol; 	

	<ul style="list-style-type: none"> Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). <p>Online Safety:</p> <ul style="list-style-type: none"> I explain how digitally altered images in the media make me feel I use appropriate strategies to deal with comments online I choose apps, games and websites that are appropriate for my age and explain my reasons to friends I tell my friends about the sensible choices I make about when and why I use device I ignore or close adverts that appear on my device and explain my reasons <p>Growing and changing:</p> <p>Year 3</p> <p>Body Space: Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Year 4</p> <p>All Change: Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</p> <p>My feelings are all over the place: Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Preparing for changes at puberty: Know the key facts of the menstrual cycle;</p>
DT	<p>Structures: Constructing a Castle (or Pavilions)</p> <ul style="list-style-type: none"> Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.
Computing	<p>HTML (skills show case)</p> <ul style="list-style-type: none"> Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.

	<p>Computational Thinking (Programming)</p> <ul style="list-style-type: none"> • Understand that problems can be solved more easily using computational thinking. • Understand what the different code blocks do and create a simple game. • Understand the terms 'pattern recognition' and 'abstraction' and how they help to solve a problem. • Create a Scratch program which draws a square and at least one other shape. • Understand how computational thinking can help to solve problems and apply computational thinking to problems they face.
MFL	<p>Playground games – numbers and age</p> <p>Food and Drink</p>