

YEAR 1 Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Computer Science</p>	<p style="text-align: center;">Programming Algorithms, Sequencing, Beebots/ Roamers</p>	<p>Algorithms and the use of directional instructions on physical devices</p> <p>Remote Control cars and Beebots - make them move place to place on simple routes – link to topic, which buttons move forward, backwards, right, left They use non-standard units and can make simple corrections to their instructions.</p> <p>Supportive – as first experience of directional arrows – ask to work in pairs/teams and support each other</p> <p>Apps to teach Programming Kodable/Bee Bot – Sequencing Instructions</p> <p>(Weeks 1-2)</p>	<p>Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Make simple sets of instructions</p> <p>(Weeks 1-2)</p>	<p>Plan a beebot journey - around a simple route - eg Make routes around local landmarks - a map of our locality. Travel from country to country on a map of the UK</p> <p>(Weeks 1-2)</p>	<p>Use simple algorithms eg sequence a nursery rhyme (pictures) Put the seasons in the correct order. Plants growth – put photos in order</p> <p>(Weeks 1-2)</p>	<p>Use Google maps – find their homes and look at how they get to school. Use Bee bots to follow their route LA/MA – Introduce Right left HA Record instruction using arrow cards</p> <p>LA – Forwards, backwards and left and right</p> <p>HA Bee Bots – Be a tour guide- drive your bus on a local route</p> <p>(Weeks 1-2)</p>	<p>Be able to make simple predications about an algorithm and a program. ...The Bee Bot will go....</p> <p>Be able to change (debug) the program to improve the route</p> <p>Bee Bot - Correct the program so they are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Bee bot app – level 1change (debug) the program to improve the route</p> <p>Forgiving - prepared to accept making mistakes</p> <p>(Weeks 1-2)</p>
		<p>Progression descriptors</p> <ul style="list-style-type: none"> • Understand what algorithms are • Create simple programs 					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Literacy</p>	<p>Digital Literacy & Citizenship (Research) SWGFL scheme of work/Common Sense Media</p> <p>Online Communication and E-Safety, DLG, Blogging, E-mail)</p>	<p>Going Places Safely <i>Know that they should always ask an adult before using the Internet</i></p> <p>http://www.childnet.co.uk/resources/smartie-the-penguin</p> <p>Nurturing – make aware that they should always protect themselves on the internet</p> <p>(Week 3)</p>	<p>Know what to do if they are unsure of something they see whilst using the Internet</p> <p>Internet Traffic Light – Common Sense Media https://www.common-sense.org/education/digital-citizenship/lesson/internet-traffic-light</p> <p>Respectful – recognise that some internet content is not respectful to others</p> <p>(Week 3)</p>	<p>Jessie and Friends Think U Know –</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p> <p>Episode 1 Watching videos Episode2 - Sharing pictures - video / animation / story book and song</p> <p>(Week 3)</p>	<p>Lee and Kim – CEOP https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/</p> <p>(Week 3)</p>	<p>With support from an adult be able to find information on the internet</p> <p>Searching Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet Researching ladybirds / Minibeasts</p> <p>Swiggle – safe search engine Ask Jeeves for Kids</p> <p>How technology makes you feel – Common Sense Media https://www.common-sense.org/education/digital-citizenship/lesson/how-technology-makes-you-feel</p> <p>Explore websites and to say whether they like them or not and why</p> <p>Caring – pay close attention to others opinions</p> <p>(Week 3)</p>
	<p>Progression descriptors</p> <ul style="list-style-type: none"> • Use technology safely and respectfully and keeping personal information private 					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IT</p>	<p>Communication Publishing and collaborating (Multimedia Word Processing)</p>	<p>Be able to log onto a computer or use a QR code to evidence work</p> <p>Learn to log in to a computer – practice writing names in a basic word processor eg Textease Studio, Powerpoint (used as a word processor), Pages, Using J2E Write - https://www.j2e.com/jit5#</p> <p>(Week 3)</p>	<p>To improve keyboard / typing skills improve keyboard / typing skills http://primarygamesarena.com/Play/Keyboard-2030 https://www.topmarks.co.uk/Christmas/ChristmasGames.aspx</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p>	<p>Be able to navigate around the screen with a mouse</p> <p>https://www.topmarks.co.uk/Christmas/ChristmasGames.aspx - mouse skills</p> <p>Millies Mouse Skills - Early keyboard skills - free software</p> <p>(Week 3)</p>	<p>Know how to type text using space bar for separate words to create something meaningful</p> <p>Create a simple slide presentation in keynote / powerpoint - add text and a picture</p> <p>Inclusive – discuss all their learnt processing skills and how they have combined to create their slide presentation</p> <p>Keyboard Skills http://primarygamesarena.com</p>	
	<p>Progression descriptors</p>					

<ul style="list-style-type: none"> • Use technology purposefully to create and manipulate digital content 		<p>(Week 3)</p>		<p>a.com/Play/Keyboard-2030</p> <p>(Week 3)</p>	
	<p>Digital video Video & Animation Music / Sound</p>	<p><i>Be able to independently find and use an app on a tablet for instance to take a and view a photograph</i></p> <p><i>Video a message</i> for Santa, tell everyone about yourself, your favourite story Teacher Morfo for message back from Santa</p> <p>Respectful – appreciate and celebrate each other’s stories</p> <p>(Week 4-5)</p>	<p><i>Make a simple animation</i> Use Puppet pals to create retell fairy story</p> <p>(Week 4)</p>		<p><i>School Visit</i> Take video footage / photos - playback to support writing Use footage from school visit and photos - write recount. (Word)</p> <p>Inclusive – try to capture everyone’s experiences</p> <p>(Week 4-5)</p>
	<p>Digital Imagery (Graphics & digital cameras)</p>	<p><i>Create a simple digital painting</i></p> <p>(Week 6)</p>	<p><i>Be able to independently find and use an app on a tablet for instance to take and view a photograph</i></p> <p><i>Photo walk of the local area</i> - Photo walk England - where are we on a map – google Earth</p> <p>Add pictures to Pic Collage app</p> <p>Supportive – encourage all to be independent in their activity but to also support one another</p> <p>(Week 5-6)</p>		
	<p>Handling Information (Database)</p>				<p>https://www.j2e.com/jit5#pictogram</p> <p><i>How did you get to school today?</i></p> <p>https://primaryschoolict.com/pictograph#</p> <p>(Week 6)</p>

YEAR 2 Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Computer Science</p>	<p style="text-align: center;">Programming Algorithms, Sequencing, Beebots / Roamers/ Probots</p>	<p>Beebots – using floor maps – LA - Moving Beebots – fd / bk</p> <p>MA /HA Moving Beebots -rt / lt –pictures of toys</p> <p>(Week 1-2)</p>	<p>Understand that algorithms are implemented as programs on digital devices</p> <p>Using Beebots – rt / lt – move from animal to animal</p> <p>HA Make some simple sets of instructions - to get around a route - eg follow an animal trail</p> <p>Challenge Make sets of instructions using cards Predict and debug</p> <p>Nurturing – as first experience of creating simple instructions - ask to work in pairs/teams and support each other</p> <p>(Week 1-2)</p>	<p>Understand that algorithms are implemented as programs on digital devices – use of programming ipad</p> <p>LA – Kodable / Beebot App / Daisy the Dinosaur – sequencing and instructions</p> <p>MA / HA Alex / Scratch Jun / Blue bot app</p> <p>(Week 1-2)</p>	<p>All move to using Probots - look at programming language LA – introduce to Probot simple movements – e.g. railway routes</p> <p>MA / HA – How would you get from – Barnard Castle to Durham city - move Probot round a map of the UK (cities)</p> <p>Challenge Make sets of instructions using cards Predict and debug</p> <p>BeeBot / Kodable App – program an onscreen app to complete a set task and debug their instructions when the turtle does not reach the intended destination.</p> <p>Learn about some of the uses of the internet.</p> <p>Respectful – appreciate the many various uses of the internet and how important it is to the world today</p> <p>(Week 1-2)</p>	<p>Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>MA / HA Use of Probot for more complex instructions, programs and routes – e.g Local Area</p> <p>Challenge - Make routes using precise instructions – did it reach the right place?</p> <p>Honest – encouraging the pupils to use precise instructions</p> <p>Using a probot – HA Use more complex routes using ¼ turns. Use mathematical language eg right angle if ready</p> <p>Begin to use block</p>	<p>Use logical reasoning to predict the behaviour of simple programs – use of any theme e.g. seaside - predict sets of instructions – did it reach the correct place? If not debug.</p> <p>Challenge Probot – angles rt angles / ¼ turns Programming instructions to make things happen eg – make a square. Can you make a hexagon?</p> <p>Bee Bot / Blue Bot Use increasingly complex routes (using standard units to navigate) and debug their instructions when the turtle does not reach the intended destination eg map of UK / Europe / World on the floor. Can you drive from London to Newcastle?</p> <p>Be able to debug more complex problems e.g. a route on a Bee Bot / Blue</p>
		<p>Progression descriptors</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school 					

						<p>programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.</p> <p>Scratch Junior Travel Planning <i>Creating an algorithm and changing it into code</i> http://codeit.co.uk/scratchjrtavelling</p> <p>Extension: Use simple Logo, Scratch or Turtle to navigate around screen</p> <p>(Week 1-2)</p>	<p>Bot / Probot / Alex / Logo etc...</p> <p>Alex - sequencing and debugging harder problems (L10 plus)</p> <p>Scratch Junior Dance Planning http://codeit.co.uk/scratchjrdance</p> <p>Extension: Create a 3D environment using Kodu that they can create and describe e.g. link this to a story such as an island adventure</p> <p>Forgiving - prepared to accept making</p> <p>(Week 1-2)mistakes</p>
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Digital Literacy

Progression descriptors

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

Digital Literacy & Citizenship (Research)
 SWGFL scheme of work/Common Sense Media

Online Communication and E-Safety, DLG, Blogging, E-mail)

Know devices that enable direct communication between people through images and text.

We the Digital Citizens – Common Sense Media
<https://www.common sense.org/education/digital-citizenship/lesson/we-the-digital-citizens>

Chicken Clicking (Book) – not available in electronic format
 Could be downloaded in I books and projected onto whiteboard

(Week 3)

Jessie and Friends Think U Know – Episode 3 Playing Games
<https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/>

Keeping it private
<https://www.common sense.org/education/lesson/keep-it-private-k-2>

Respectful – consider and appreciate the importance of keeping personal details private

(Week 3)

Know what personal information is and that they should never share this with anyone they don't know.

That's Private – Common Sense Media
<https://www.common sense.org/education/digital-citizenship/lesson/that-s-private>

Digital Trails Common Sense Media
<https://www.common sense.org/education/digital-citizenship/lesson/digital-trails>

CEOP - Hector's World
https://www.thinkuknow.co.uk/5_7/hectorworld/

Honest – encouraging pupils to use the internet safely by not sharing their personal information or anyone else's over the internet

(Week 3)

Know that they should tell a trusted adult if they are upset or worried about anything on a device.

Digi Duck -
<http://www.kidsmart.org.uk/teacher/ks1/sourcesduck/projet/digiduck-ebook.pdf>

Putting a stop to online meanness – Common Sense Media
<https://www.common sense.org/education/digital-citizenship/lesson/putting-a-stop-to-online-meanness>

Caring – be accepting of others and being kind

(Week 3)

With support, be able to use a safe search engine

Show the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information

e.g. Swiggle
<https://swiggle.org.uk/>

Introduce to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. Recognise that it may be difficult to distinguish between someone who is real and someone who is not

						<p>Google – Safesearchkids</p> <p>Explore websites and say whether they like them or not</p> <p>Common Sense Media - https://www.commonsense.org/education/lesson/abc-searching-k-2</p> <p>(Week 3)</p>
<p>IT</p> <p>Progression descriptors</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Communication Publishing and collaborating (Multimedia Word Processing)</p>	<p>Be able to confidently use pointing device</p> <p>Know how to type and format text including basic punctuation and capital letters</p> <p><u>http://primarygamesarena.com/Play/Keyboard-2030</u></p> <p>Use for writing - https://www.j2e.com/jit5# - basic word processor</p> <p>Powerpoint slide – LA picture of a topic related subject MA / HA Create some ppt slides showing topic related subjects HA present your information using the ppt</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 4)</p>	<p>iPad – Book Creator app – create a book about topic related subject</p> <p>OR</p> <p>Powerpoint – make a simple presentation – topic related subject</p> <p>(Week 4)</p>	<p>Write and illustrate a story (Word) about your Local area / how to look after your pet / topic related subject</p> <p>Caring – encourage a sense of belonging to the local area/community</p> <p>(Week 4)</p>		

<p>Digital video Video & Animation Music / Sound</p>	<p>Talk to video about your favourite toy - playback – use to enhance writing.</p> <p>Make a simple animation in Puppet Pals</p> <p>(Week 5)</p>	<p>Create a short TV advert to promote a visit to Barnard Castle or topic related - iMovies Use microphones and photos for a purpose</p> <p>(Week 5)</p>	<p>School Visit</p> <p>Take video footage / photos - playback to support writing.</p> <p>Sew together clips taken on visit to tell the story of your visit in video / pictures. Use footage from school visit and photos - write recount. (Word)</p> <p>Inspiring – encouraging the pupils to use all of their learnt video editing skills</p> <p>(Week 5)</p>
<p>Digital Imagery (Graphics & digital cameras)</p>	<p>Be able to combine simple text and graphics</p> <p>For instance create a poster for a purpose / leaflet / invitation / electronic book Publisher / Word / Powerpoint / Keynote / Book Creator</p> <p>Be able to save, retrieve and print work</p> <p>For instance create a poster in Publisher, save it, amend it and print it.</p> <p>(Week 6)</p>	<p>Be able to add and create simple images</p> <p>Create a simple digital painting https://www.j2e.com/jit, Textease Paint, Pic, Collage or equivalent related to other work in the curriculum.</p> <p>Add a suitable picture into a piece of work.</p> <p>(Week 6)</p>	<p>Photo walk of the local area - Photo walk England - where are we on a map – google Earth</p> <p>Caring – encourage a sense of belonging to the local area/community</p> <p>(Week 6)</p>
<p>Handling Information (Database)</p>	<p>Starting Graph Animals</p> <p>(Week 6)</p>	<p>Create and use a Pictogram</p> <p>https://www.j2e.com/jit5#pictogram</p> <p>(Week 6)</p>	<p>Materials – Textease branch https://www.j2e.com/jit5#branch</p> <p>(Week 7)</p>
<p>Modelling</p>			<p>Explore Online Simulations – Charlie Chimp</p> <p>(Week 7)</p>

YEAR 3 Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Programming (Algorithms, Sequencing and testing code)	Rapid Router - levels 1-18 (https://www.codeforlife.education/rapidrouter/) HA 18 +	Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks) to make a simple	Scratch - basic use of Scratch Adding instructions / changing sprites etc	Inputs sets of instructions according to programming language and environment	Independently be able to debug basic mistakes. This skill will be gained from repeated	Begin to use conditionals – If I click here then this happens...Scratch Junior, Scratch, Microbit activities

<p>Progression Descriptors</p> <ul style="list-style-type: none"> • Write programs that accomplish specific goals • use sequence in programs • use logical reasoning to explain how some simple algorithms work • recognise uses of information technology beyond school 		<p>https://hourofcode.com/uk/learn - find appropriate coding</p> <p>(Week 1-2)</p>	<p>programme using sequencing and timing.</p> <p>Scratch Junior Pathway http://code-it.co.uk/pathway ,</p> <p>Microbit – Create a program that displays a welcome message on the Microbit. Extend this so the message changes.</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 1-2)</p>	<p>Write programs that accomplish specific goals.</p> <p>Create an animation where characters speak in speech bubbles</p> <p>Use sequence in programs</p> <p>Sequence the animation</p> <p>Work with various forms of input</p> <p>Change the Sprites (input) and the Green flag to start</p> <p>Work with various forms of output</p> <p>Visual output and sounds</p> <p>Honest – encouraging the pupils to sequence accurately</p> <p>(Week 1-2)</p>	<p>(Logo, Scratch Jnr, Microbit etc.)</p> <p>SCRATCH – Simple animation or Dressing up game – to sequence instructions eg. create an animation using Scratch / use timing features in Powerpoint http://code-it.co.uk/scratch/dressingup/dressingupoverview</p> <p>APPs</p> <p>Daisy the Dino – Sequencing Instructions</p> <p>Alex – Sequencing directional Instructions</p> <p>(Week 1-2)</p>	<p>programming tasks.</p> <p>Robots – Make instructions– use Probots / to predict and debug instructions. Routes Round a map of the UK using Probots</p> <p>Use a program Logo or Scratch to draw regular 2D shapes – add loops or procedures to create a repeating pattern</p> <p>Scratch – Drawing shapes http://code-it.co.uk/goldshape/ up to basic procedures</p> <p>Textease or Floor Turtle – they can correct their programs and record their instructions. They can predict the effect of instructions Make a square / initial of name / hexagon / rocket /draw shapes / make pictures</p> <p>Lego Fix the Factory – App teaching sequencing</p> <p>Logo Hour of Code Frozen, Star Wars activities</p>	<p>Scratch Junior My Story http://code-it.co.uk/mystory</p> <p>Microbit Display different messages when buttons are pressed or when device is shaken or changes temperature.</p> <p>Scratch Magic Carpet http://code-it.co.uk/carpet_or_Travel_Europe</p> <p>Extension – create a simple imaginary 3D world (Kodu) that they can explore and describe. Get a character to move on a path around the world.</p> <p>(Week 1-2)</p>
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						https://code.org/learn Nurturing – support each other after completing individually – share good practise and discuss misconceptions (Week 1-2)	
Digital Literacy	Digital Literacy (Research / Esafety) Digital Citizenship (Online Communication and	Staying Safe <i>Know that some people are the internet should not be trusted</i>	Use a simple password Pupils learn to make good passwords for their accounts	Staying Safe Use a Search engine to find information given key words	Be able to log in and out of websites used at school e.g. Lexia.	The Key to Keywords Common Sense Media https://www.commonsense.org/education	<i>Know that using technology can sometimes be inappropriate.</i>

<p>Progression Descriptors</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; • Use search technologies effectively 	<p>E-Safety, DLG, Blogging, E-mail)</p>	<p>Know that concerns about what they see on-line should be reported to a trusted adult</p> <p>Smart Crew Videos - http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</p> <p>Honest – encouraging pupils to use the internet safely and question if not sure</p> <p>(Week 3)</p>	<p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up</p> <p>(Week 3)</p>	<p>Know which websites are useful and begin to understand that all might not be trustworthy</p> <p>Is seeing believing? Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing</p> <p>Create Posters - to demonstrate understanding of key issues. (Publisher or Pages) http://www.kidsmart.org.uk/teachers/KS2/lessonplans.aspx</p> <p>Power of words Common Sense Media https://www.commonsense.org/education/lesson/the-power-of-words-3-5</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words</p> <p>(Week 3)</p>	<p>Password Power Up Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up</p> <p>Online Password Checker Common Sense Media http://www.commonsensemedia.org/educators/lesson/powerful-passwords-k-2How-secure-is-my-password?</p> <p>Respectful – consider and appreciate the importance of keeping personal details private</p> <p>(Week 3)</p>	<p>n/lesson/the-key-to-keywords-3-5</p> <p>Keeping information private Common Sense Media https://www.commonsense.org/education/lesson/private-and-personal-information-3-5</p> <p>(Week 3)</p>	<p>Device-Free Moments Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/device-free-moments</p> <p>Other (Fits in with PSHCE themes)</p> <p>This is Me Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me</p> <p>The Power of Words Common Sense Media <i>Bullying Online</i> https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words</p> <p>Respectful – consider and appreciate others feelings online</p> <p>(Week 3)</p>
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Progression Descriptors
 • Select, use and combine a variety of software to design and create a range of programs, that accomplish given goals, including collecting, presenting data and information

<p>Communication Publishing and collaborating (Multimedia Word Processing)</p>	<p><i>Be able to log in to computer system as themselves and can find their documents (personal drive)</i> <i>This would relate to any computer-based activity</i></p> <p><i>Know how to open shared documents and pictures.</i> <i>On a computer using the shared drive.</i> <i>On an iPad being able to use Air Drop or equivalent to share work.</i></p> <p>Supportive – if first experience - ask to work in pairs/teams and support each other</p> <p>(Week 4)</p>	<p><i>Know how to use software to create an e-book, brochure or poster.</i></p> <p><i>Learn to write and deliver a presentation on a given topic</i></p> <p>Publisher or Pages using a variety of content including headlines, text, pictures and graphics.</p> <p>Eg. Make an information leaflet</p> <p>(Week 4)</p>	<p><i>Know how to sequence and add to slides to make a simple presentation</i> <i>Keynote, Powerpoint, iMovie.</i></p> <p>The simple presentation should allow pupil to sequence relatively straight forward idea eg. Make an instruction leaflet</p> <p><i>Be able to create a meaningful document that contains both pictures and text.</i> <i>This could be completed in any appropriate software.</i></p> <p>Inclusive – discuss all their learnt processing skills and how they have combined to create their slide presentation</p> <p>(Week 4-6)</p>
<p>Digital video Video & Animation Music / Sound</p>	<p><i>Take, adapt or create images to enhance or further develop their work</i></p> <p>Plan and Video a short TV advert - related to current topic</p> <p>Inclusive – try to capture everyone’s experiences in planning stage</p> <p>(Week 5)</p>	<p><i>Develop a storyboard and then create a simple animation</i> - using ‘Puppet Pals’ or ‘Stop Motions’ Animation’</p> <p>Respectful – appreciate it can be time consuming to complete and everyone works at different levels</p> <p>(Week 5 -6)</p>	
<p>Digital Imagery (Graphics & digital cameras)</p>	<p><i>Topic pictures</i> - add images and amend</p> <p>www.pixlr.com/editor or pixlr app</p> <p>(Week 6)</p>		
<p>Handling Information (Database)</p>	<p>Use google Earth to locate related topic</p> <p>Courageous– allow children to find countries that they have visited or would like to visit-to take adventures</p> <p>(Week 6)</p>	<p><i>Use Topic for database / fact file –</i> Textease Database</p> <p>Honest – ensure only facts are researched</p> <p>(Week 6)</p>	

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YEAR 4 Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing		Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Logo/Scratch).	Know how to break sets of instructions into short steps to achieve goal - for instance, drawing repeated squares to make a pattern,	Scratch - Design programs that accomplish specific goals	Design and create programs Use repetition in programs	Pupils learn to sequence instructions (Scratch animation or Timings features in Powerpoint)	Textease Turtle – Pictures of topic area landmarks - use on screen turtle to move around HA More complex routes – more difficult - drawing shapes
Progression Descriptors <ul style="list-style-type: none"> design write and debug programs that accomplish specific goals...solve problems by decomposing them in smaller parts use sequence, selection and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs recognise common uses of information technology beyond school 	Programming (Algorithms, Sequencing and testing code)	Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon Rapid Router - levels 1-32 (https://www.codeforlife.education/rapidrouter/) HA 32 + https://hourofcode.com/uk/learn - find appropriate coding (Week 1-2)	Scratch – shapes Continuing basic work started in Y3 but to include work on procedures and nested loops. http://code-it.co.uk/goldshape/ Logo – Using nested loops to create repeating patterns Pro Bot – Using loops and nested loops to create geometric patterns Debug programs that accomplish specific goals Use logical reasoning to detect and correct errors in programs Correct programs when they draw the	Use a storyboard to plan an animation in Scratch, include movements, sounds and hiding characters Scratch - Smoking Car http://code-it.co.uk/scratch/smoking_car/smoking_caroverview Hour of Code https://studio.code.org/flappy/1 Recognise common uses of information technology beyond school Pupils learn to collaborate electronically by blogging - mailing and working on shared documents using the pupil sites of the DLG	Plan a set of instructions to draw a repeating pattern e.g. the "Spirograph" repeating shapes generated by drawing and rotating. Scratch – write programs make more complex screens – with more complex moves Lots of examples at varying levels http://code-it.co.uk/csplanning - HA try some of the higher Scratch activities (Week 1-2)	Create an animation with several characters like a "flipbook" Control or simulate physical systems – simulate simple physical system (e.g. traffic lights) Supportiive – ask to work in pairs/teams and support each other (Week 1-2)	Kodu - build a simple world and program an object so that it can be controlled with keys Extension – pupils create a simple game using a graphical language such as Kudo or Scratch (Week 1-2)

			<p>“wrong” shape or programme Probot to react to its environment eg. to explore and reverse and turn when it collides with an object</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 1-2)</p>	<p>Caring – encourage a sense of belonging to the local area/community</p> <p>(Week 1-2)</p>			
Digital Literacy	<p>Digital Literacy (Research / ESafety) Digital Citizenship (Online Communication and</p>	<i>What makes a healthy media choice</i>	<i>Know that pictures and text share on-line can end up with</i>	<i>Reliably know what to do if they are exposed to unpleasant</i>	<i>Know that having a balance of online and offline activities is important.</i>	<i>Know what the key words are to enter into a Search engine to</i>	<p>Kidsmart – Safe Searching Google – How search works</p>

<p>Progression Descriptors</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content 	<p>E-Safety, DLG, Blogging, E-mail)</p>	<p>Begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge - check with a trusted adult before sharing private information</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</p> <p>Digital footprint and identity</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/our-online-tracks</p> <p>Caring – for the information that they share online and how some websites might use that information without their knowledge</p> <p>(Week 3)</p>	<p>strangers</p> <p>Google – Be an Internet Legends</p> <p>Series of lessons about many aspects of being safe online. https://beinternetlegends.withgoogle.com/en_uk/toolkit</p> <p>Cyber-Detectives</p> <p>– Teacher led lesson where children solve a mystery https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives</p> <p>(Week 3)</p>	<p>materials on any device.</p> <p>Covered by Internet Legends - learn about spam and how to deal with it.</p> <p>Digital citizenship Role</p> <p>Reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility</p> <p>Keeping Games fun and friendly</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/</p>	<p>My Media Choices</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</p> <p>Reliably uses a more complex password to access resources.</p> <p>Resources within Internet legends.</p> <p>Honest – recognise truthfully the amount of time they spend online</p> <p>(Week 3)</p>	<p>find information they want.</p> <p>Introduce basics of online searching, including how to use effective keywords. Learn to conduct searches that provide them with the most helpful and relevant information</p> <p>Consider using first few lessons from Google https://www.google.com/insidesearch/searcheducation/lessons.html</p> <p>Pupils learn that the Internet is a public space</p> <p>Develop the skills to protect their privacy and respect the privacy of others</p> <p>(Week 3)</p>	<p>A creator’s rights and responsibilities</p> <p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</p> <p>Explore how they interact with others and are introduced to the concept of cyberbullying</p> <p>Learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>Respectful -of others in different cultures</p> <p>(Week 3)</p>
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[keeping-games-
fun-and-friendly](#)

BBC HH Video

[http://www.bbc.co
.uk/cbbc/watch/p0
0nxznx](http://www.bbc.co.uk/cbbc/watch/p00nxznx)

**Being a digital
Citizen**

[https://www.com
monsense.org/edu
cation/digital-
citizenship/lesson/
super-digital-
citizen](https://www.commonsense.org/education/digital-citizenship/lesson/super-digital-citizen)

**I
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Progression Descriptors
 • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

<p>Communication Publishing and collaborating (Multimedia Word Processing)</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. Publisher, Powerpoint, Word, Documents, Pages, Keynote (Apple devices using air drop)</p> <p>Photos to Word / Publisher – add instructions, sequence photos to make a set of instructions http://cookit.e2bn.org/historycookbook/index-30-romano-british.html You are a publisher who has been asked to create promotional materials for a new Italian restaurant in Barnard castle. Design what you need.</p> <p>Supportive – if first experience - ask to work in pairs/teams and support each other</p> <p>(Week 4-5)</p>	<p>Be able to organise their personal folder effectively for instance by organising work into folders for each year at school</p> <p>By teacher demonstration and organising work into folders on the school network. Difficult to implement on tablets unless using a cloud system.</p> <p>Know how to use software to create an e-book, brochure or poster. Learn to write and deliver a presentation on a given topic</p> <p>Publisher or Pages using a variety of content including headlines, text, pictures and graphics.</p> <p>Eg. Make an information leaflet</p> <p>Create and sequence a simple linear Powerpoint and add some animated effects - linked to current topic</p> <p>Inclusive – discuss all their learnt processing skills and how they have combined to create their slide presentation</p> <p>(Week 4-5)</p>	<p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>To produce a piece of work related to other learning for instance in English or the Humanities.</p> <p>(Week 4)</p>
<p>Digital video Video & Animation Music / Sound</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 Keynote, Powerpoint Slides</p> <p>Be able to deliver a simple presentation to their peers Plan and Video a short TV advert to tell people about the issues surrounding current topic</p>	<p>Record and Edit Media (iMovies) – create a short sequence around topic</p> <p>Garage band App – create some mesmerising music, use instruments and video</p> <p>(Week 6)</p>	<p>Develop a storyboard and then create a simple animation - using 'Stop Motions' Animation</p> <p>Respectful – appreciate it can be time consuming to complete and everyone works at different levels</p> <p>Plan a short information video on a place in North East – share with others Photos – distort / amend using pixlr. Can we guess where it is? www.pixlr.com/editor</p>

		<p>Inclusive – try to capture everyone’s experiences in planning stage</p> <p>(Week 6)</p>		(Week 5-6)
	<p>Digital Imagery (Graphics & digital cameras)</p>	<p>Topic pictures - add images and amend</p> <p>www.pixlr.com/editor or pixlr app</p> <p>(Week 7)</p>	<p>Take, adapt or create images to enhance or further develop their work</p> <p>(Week 7)</p>	
	<p>Handling Information (Database)</p>	<p>Use Google Earth - locate current topic</p> <p>Courageous – allow children to find countries that they have visited or would like to visit- seek adventure</p> <p>(Week 7)</p>	<p>Learn to Search, Sort and Graph Information (Database) – eg your top ten places to visit in the North-East</p> <p>(Week 7)</p>	<p>Pictogram - Textease Database</p> <p>(Week 7)</p>

Overview Year 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computer Science</p>		<p>Scratch Refresher of basics http://code-it.co.uk/csplanning.html</p>	<p>Use logical reasoning to explain how some simple algorithms work</p>		<p>Rapid Router - Levels 19 to 32</p>	<p>Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slide in Powerpoint or Keynote for instance to create an interactive story)</p>	<p>Use loops to achieve goals</p>
		<p>Solve problems by decomposing them into smaller parts</p> <p>Use selection in programs</p> <p>Create a simple game that moves a sprite around the stage. Movement can be controlled by using the arrow keys</p> <p>Create a more complex animation that makes use of the broadcast command to control processes</p> <p>Work with variables</p>	<p>Use logical reasoning to detect and correct errors in algorithms</p> <p>Design an animation using a storyboard, adding movement and sounds. Debug and be able to explain how it works.</p> <p>Use customisation to change a working program and its effect – eg. backgrounds and sprite in Scratch</p> <p>Scratch – Build a Scene http://code-it.co.uk/goldscene where code is modified to have different effects.</p>	<p>Kodu Starting Activity - make a fish tank https://www.youtube.com/watch?v=9cypjWtamGc</p> <p>Create an on-screen game in Kodu - that makes use of movement and includes a scoring system. eg “Shooting Fish” and collects/eats things</p> <p>Challenge - Add criteria for winning and losing.</p> <p>Use of Microbits</p> <p>Simple programming using Microbits Hour of Code https://hourofcode.com/nz/learn</p>	<p>Lightbot App – completing procedures and loops sections</p> <p>Fix the Factory App – sequencing instructions</p> <p>Powerpoint - take a simple working hyperlinked presentation and to customise it by adding additional content and navigation.</p> <p>Supportive – as primary experience of creating simple loops - ask to work in pairs/teams and support each other</p> <p>(Week 1-2)</p>	<p>completing procedures and loops sections</p> <p>Fix the Factory App – sequencing instructions</p> <p>Powerpoint - take a simple working hyperlinked presentation and to customise it by adding additional content and navigation.</p> <p>Microbit - Temperature activity lesson</p> <p>Powerpoint – Create an interactive story which has different endings depending on the choices made.</p> <p>(Week 1-2)</p>	<p>Scratch – Slug Trail http://code-it.co.uk/scratch/slugtrail/slugtrailoverview</p> <p>Uses an input to steer an on-screen object</p> <p>Scratch – Crab Maze http://code-it.co.uk/scratch/crabmaze</p> <p>Kodu – Create a game where the character gets points for instance by collecting coins.</p> <p>(Week 1-2)</p>
<p>Progression Descriptors</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals • Use selection in programs • Work with variables • Use logical reasoning to explain how some simple algorithms work • Use logical reasoning to detect and correct errors in algorithms 	<p>Programming (Algorithms, Sequencing and testing code) Beebot / Roamer / Probot Programming apps</p>						

		<p>Include a simple scoring system that records how many times the sides of the maze are hit!</p> <p>(Week 1-2)</p>	<p><i>Or</i> Helicopter Game http://code-it.co.uk/goldgame/</p> <p>Write a simple algorithm – create a basic traffic light sequence (Go/Flowgo)</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 1-2)</p>	<p>Microbit - Rock Paper Scissors Lesson</p> <p>Microbit - Snowflake Fall Lesson</p> <p>Rapid Router- Levels 13-18</p> <p>(Week 1-2)</p>			
Digital Literacy	<p>Digital Literacy & Citizenship</p> <p>(Research) SWGFL scheme of work (Online Communication and E-Safety, DLG, B</p>	<p><i>Learn that the internet is a great place where online relationships can be</i></p>	<p><i>Explore their roles as digital citizens in an online community, where they reflect on their</i></p>	<p><i>Know that a balance of online and offline activities is important to</i></p>	<p><i>Effective on-line searching using effective keywords, using directories and subject</i></p>	<p><i>Know how to compare information from different websites and know that</i></p>	<p><i>Know the 'do's and don'ts' of copying and pasting information to avoid plagiarism. Learn how to avoid plagiarism by</i></p>

<p>Progression Descriptors</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Use search technologies effectively 		<p><i>developed. Compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question</i></p> <p><i>Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.</i></p> <p><i>Know that it is irresponsible to share images of friends on-line without their permission.</i></p> <p><i>Know how to report concerns on-line.</i></p> <p><i>Play Like Share – CEOP</i> https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p><i>What is Cyberbullying? Common Sense Media</i></p>	<p><i>responsibilities and learn that good digital citizens are responsible and respectful in the digital world</i></p> <p><i>Our Digital Life</i> Common Sense Media https://www.common sense.org/education/lesson/digital-life-101-6-8</p> <p><i>Digital Friendships</i> Common Sense Media https://www.common sense.org/education/digital-friendships</p> <p>Caring – encourage a sense of belonging to the local area/community</p> <p><i>(Week 3)</i></p>	<p><i>maintain good health.</i></p> <p><i>My Media Choices</i> Common Sense Media https://www.common sense.org/education/digital-citizenship/lesson/my-media-choices</p> <p>Caring – pay close attention to others opinions</p> <p><i>(Week 3)</i></p>	<p><i>categories, and how to analyse the usefulness and relevancy of the results.</i></p> <p><i>Effectively use a search engine to find multiple criteria using AND/OR to refine searches</i></p> <p><i>Google Search Lessons</i> https://sites.google.com/site/gwebsearcheducation/lessonplans</p> <p><i>(Week 3)</i></p>	<p><i>some sites may show bias</i></p> <p><i>Trust Me</i> https://www.lgfl.net/online-safety/trust-me</p> <p><i>Reliability of Websites</i> www.allaboutexplor.es.com Horrible Histories – Useful as a starter about reliability</p> <p><i>Learn to create secure passwords for their accounts. On line password checker</i> https://howsecureismypassword.net/</p> <p>Respectful – appreciate the reasons for passwords and their important role in internet safety</p> <p><i>(Week 3)</i></p>	<p><i>putting information in their own words, putting excerpted information into quotes, and providing citations. Learn to show respect for other people’s creations by giving them credit</i></p> <p><i>Other A Creators Rights and Responsibilities</i> Common Sense Media https://www.common sense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</p> <p><i>Livestreaming – good and bad attention</i> https://www.thinkuknow.co.uk/professionals/resources/livestreaming/</p> <p><i>(Week 3)</i></p>
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		<p>https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying</p> <p>Caring – be accepting of others and being kind</p> <p>Honest – encouraging pupils to use the internet safely by not sharing their personal information or anyone else’s over the internet</p> <p>(Week 3)</p>					
<p>I T</p>	<p>Communication Publishing and collaborating (Multimedia Word Processing)</p>	<p><i>To be able to share their work from their personal folder to work collaboratively with others.</i></p> <p>Collectively generate a presentation with each pupil, or groups of pupils creating slides which are then sequenced together. This could be done by using a shared folder on a network or sharing Keynote slides through Air Drop. This should be linked to work in other curriculum areas.</p>	<p><i>Digital Publishing:</i> Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media</p> <p>(Week 4)</p>		<p><i>Know how to use software to create and effective poster or leaflet.</i></p> <p>Use Publisher, Powerpoint or Pages to create a key facts poster about a topic - this should incorporate text.</p> <p>(Week 4)</p>		

<p>Progression descriptors</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software on a range of digital devices to design and create a range of programs that accomplish given goals, including collecting and presenting data and information 	<p>Digital video Video & Animation Music / Sound</p>	<p>Develop a storyboard and then create a simple animation – using 'Stop Motions Animation'</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 4-5)</p>	<p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence - for instance, in Keynote, Powerpoint, iMovie – eg add photos of Topic to iMovie and voice over to tell the story</p> <p>Respectful – appreciate and celebrate each other's presentations</p> <p>Create promotional materials - Publisher</p> <p>Greenscreen – Make a short documentary style video (iPad) about the above</p> <p>(Week 5-6)</p>	<p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence – make a short TV documentary about life within a Topic subject (iMovie)</p> <p>Courageous – encouraging the pupils to use all of their learnt video editing skills</p> <p>(Week 5-6)</p>
	<p>Digital Imagery (Graphics & digital cameras)</p>	<p>Pop art - pixlr app on iPad – on current topic to distort/change images</p> <p>www.pixlr.com/editor Add effects / amend</p> <p>(Week 6)</p>		<p>Pop art - pixlr app on iPad – on current topic to distort/change images</p> <p>www.pixlr.com/editor Add effects / amend</p> <p>(Week 7)</p>
	<p>Handling Information (Database / Spreadsheets)</p>		<p>Using software know how to add data into a prepared spreadsheet to answer simple questions - using Excel – budget for a school party/function. Search, sort and graph information</p> <p>Supportive/caring– encourage all to be independent in their activity but to also support one another</p> <p>(Week 7)</p>	

Year 6 Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computer Science</p>		<p>Scratch - Refresher of basics</p>	<p>Use conditional sentences (when/then) to program Scratch objects</p>	<p>Microbit - for Instance – Magic Button Activity</p>	<p>Kodu - for instance a racing game that makes use of movement and includes a scoring system</p>	<p>Be able to explain what a program might do and accurately predict the effect of changes</p>	<p>Know that networks are interconnected. Activities http://www.code-it.co.uk/netintsearch.html</p>
		<p>Progression descriptors</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving 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 • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for 	<p>Programming (Algorithms, Sequencing and testing code) Beebot / Roamer / Probot Programming apps</p>	<p>Solve problems by decomposing them into smaller parts</p> <p>Use selection in programs</p> <p>Create a more complex game/animation that includes using the Broadcast command to pass control between elements</p> <p>Work with variables</p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Include a simple scoring system, and a system to determine when the game has</p>	<p>Scratch For instance fortune telling using PRIMM</p> <p>Harder eggs. of Scratch http://code-it.co.uk/csplanning.html examples that could be used or add own from link above</p> <p>Use conditional sentences (when/then) to program objects but use mathematical expressions when constructing conditionals eg trigger winning when (If loops >5 then...)</p> <p>Scratch - for instance Coins (change machine)</p>	<p>Light Bot App - additional levels not completed in Y5 which will reinforce learning (completing procedures and loops sections)</p> <p>Fix the Factory App - sequencing instructions</p> <p>Cargo Bot App - sequencing instructions – procedures and developing efficiency</p> <p>Rapid Router level 51+</p> <p>Nurturing – as primary experience of creating simple loops - ask to work in pairs/teams and</p>	<p>Microbit – for instance Die Roll and Compass activity</p> <p>Honest – encouraging the pupils to use precise instructions</p> <p>(Week 1-2)</p>

communication and collaboration		<p>been won. (This should include a conditional response)</p> <p>Write a simple algorithm – use flowcharting software (Go/Flowgo) to create a simple program to control an onscreen icon and explain how the program works</p> <p>(Week 1-2)</p>	<p>Use logical reasoning to detect and correct errors in algorithms</p> <p>Design a plan for their game to help explain how the algorithm works and debug it when it fails!</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 1-2)</p>	<p>support each other</p> <p>(Week 1-2)</p>		<p>Caring – encourage a sense of belonging to the local area/community</p> <p>(Week 1-2)</p>	<p>elements of code in Python. Start to appreciate how the device stores and executes instructions.</p> <p>(Week 1-2)</p>
<p>Digital Literacy</p>	<p>Digital Literacy & Citizenship</p> <p>(Research) SWGFL scheme of work (Online Communication and E-Safety, DLG, B</p>	<p>Know how to reduce the risks posed by using Social Media by managing</p>	<p>Know that having a healthy balance of online and offline activities is important for health.</p>	<p>Know how to validate information found through searches by checking more than one source.</p>	<p>Begin to consider the impact of their online presence on their own self- image and the way others see them and explore how</p>	<p>Know that hacking or misusing someone else's account is illegal.</p> <p>This is covered in some of the Google Internet</p>	<p>Know that search results can be manipulated by sponsorship and advertising.</p> <p>You won't believe this!</p>

<p>Progression descriptors</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns about content and contact • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content 		<p>their friends lists and privacy settings. Game On https://esafety.gov.au/education-resources/classroom-resources/gameonline</p> <p>Digital Friendships – Common Sense Media (Online friendships) https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships</p> <p>Respectful – encouraging pupils to use the internet safely by managing privacy settings correctly</p> <p>(Week 3)</p>	<p>Finding my media balance</p> <p>Common sense media https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance</p> <p>Understand what it means to be a super digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. Learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture</p> <p>Super Digital Citizen Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance</p>	<p>Conduct searches that provide them with the most helpful and relevant information</p> <p>Learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online</p> <p>London Grid for learning – what can we "Trust" https://www.lgfl.net/online-safety/trust-me</p> <p>Google Search Follows on from lessons in Y5. Google Landing, Mixed Media and Quick Finds. https://sites.google.com/site/gwebsiteseducation/lessonplans</p> <p>Know that some news is 'fake.'</p>	<p>to construct a positive online profile</p> <p>Know that it is illegal to post or view 'rude' images of children.</p> <p>This may be covered as part of PSHCE. Related work</p> <p>Caring – be accepting of others and being kind</p> <p>(Week 3)</p>	<p>Legends and Play Like Share materials.</p> <p>Develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learn to identify the different types of online advertising</p> <p>Respectful – understanding that misusing any personal details or accounts is wrong</p> <p>(Week 3)</p> <p>Internet Legends - Interland Game</p>	<p>Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this</p> <p>Begin to explore the nature of online audiences and permanency of information online. Begin to understand the significance of published information and personal information</p> <p>(Week 3)</p> <p>Internet Legends - Interland Game</p>
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[citizenship/lesson/super-digital-citizen](#)

Caring – pay close attention to others opinions

<http://fakenews.lgfl.net>

(Week 1-2)

Reliability of Websites

www.allaboutexplains.com

Horrible Histories – useful as a starter about reliability: -

Google search lessons

<https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html>

lgfl Trust me

<https://www.lgfl.net/online-safety/trust-me>

<p style="text-align: center; font-size: 2em; font-weight: bold;">I T</p>	<p style="text-align: center;">Communication Publishing and collaborating (Multimedia Word Processing)</p>	<p>Digital Publishing - learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media - for instance, create a presentation and a key facts handout for a topic</p> <p>(Week 4)</p>	<p>Make a presentation (ppt – prezzi – keynote) about current topic – use photos and video. Add hyperlinks hotspots to link ppt pages – present to an audience.</p> <p>Respectful – appreciate and celebrate each other’s presentations</p> <p>(Week 4)</p>	<p>Pupils use a simple blog to share ideas and collaborate</p> <p>Pupils use a blog and incorporate multimedia elements to make it more attractive to the audience</p> <p>(Week 4)</p>
	<p>Progression descriptors</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p style="text-align: center;">Digital video Video & Animation Music / Sound</p>	<p>Learn how to develop a storyboard and then create a simple animation - ‘Stop Motions Animation’ – extend by editing the final product in using video editing software</p> <p>Forgiving – practise makes perfect and to not give up on yourself</p> <p>(Week 5)</p>	
<p style="text-align: center;">Digital Imagery (Graphics & digital cameras)</p>	<p>Pop art - pixlr app on iPad – Current Topic www.pixlr.com/editor Add effects / amend</p> <p>(Week 6)</p>	<p>Know how to edit a picture. For instance, in Paint.net</p> <p>Be able to use layers, add filters, select areas to modify, add text or other appropriate content.</p> <p>(Week 5-6)</p>	<p>To be able to use two or more programmes to create a final piece of work. (e.g. edit a picture before inserting into a document).</p> <p>Create a video that then is incorporated into a presentation or edit a picture which might then be used as a background in a presentation etc. Courageous – encouraging the pupils to use all of their learnt video editing skills</p> <p>Extension - Edit a webpage by using X-Ray Goggles. Print the finished version.</p> <p>Write a webpage to be published internally and include interactive content</p> <p>(Week 6)</p>	
<p style="text-align: center;">Handling Information (Database / Spreadsheets)</p>			<p>Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set</p>	

				<p><i>of numbers</i> - for instance, use Excel, Sheets or Numbers to create a spreadsheet that would work out the value of stock in a school tuckshop. (Multiplication and addition of columns). Search, sort and graph information</p> <p>Caring/supportive– encourage all to be independent in their activity but to also support one another</p> <p>(Week 7)</p>
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