Learning objectives and skills

Advent		Lent		Pentecost	
We are Treasure Hunters (Rising Stars)	**We are TV chefs (Rising Stars)**	**We are painters (Rising Stars)**	**We are collectors (Rising Stars)**	**We are storytellers (Rising Stars)**	**We are celebrating (Rising Stars)**
1. **To hunt for treasure** 2. **To record an algorithm** • Control simple everyday devices to make them produce different outcomes. 3. **To understand what programming means** • Control simple everyday devices to make them produce different outcomes. 4. **To begin programming** • Control simple everyday devices to make them produce different outcomes. 5. **To programme a robot** • Show an awareness of the range of devices and tools they encounter in everyday life • Make simple choices to control a simple simulation program. 6. **To understand debugging**	1. **To investigate recipes and TV cookery programmes** • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV) 2. **To make a plan for programming a sandwich making robot** • Make simple choices to control a simple simulation program. 3. **To develop algorithms (by creating a recipe with a partner)** • They show an awareness of different forms of information 4. **To practise with a camera** • Record short speech. • Show an awareness of the range of devices and tools they encounter in everyday life 5. **To film a video** • Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. • Record short speech. 6. **To edit and review** • Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. • Show an awareness of the range of devices and tools they encounter in everyday life • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)	1. **To examine illustrations** • As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). 2. **To plan illustrations** • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Show an awareness of the range of devices and tools they encounter in everyday life 3. **To create and store illustrations** • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. 4. **To retrieve and manipulate illustrations** • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Show an awareness of the range of devices and tools they encounter in everyday life 5. **To make an e-book** • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Show an awareness of the range of devices and tools they encounter in everyday life 6. **To review the e-books** • Show an awareness of the range of devices and tools they encounter in everyday life	1. **To search the internet** • Show an awareness of the range of devices and tools they encounter in everyday life 2. **To collect information** • They show an awareness of different forms of information 3. **To organise information** • They show an awareness of different forms of information • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV) 4. **To group information** • Show an awareness of the range of devices and tools they encounter in everyday life • They show an awareness of different forms of information • As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. 5. **To sort information** • Control simple everyday devices to make them produce different outcomes. • As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. 6. **To make comparisons** • They show an awareness of different forms of information	1. **To listen carefully to an audio book** • Choose suitable sounds from a bank to express their ideas 2. **To plan an audio book** • Choose suitable sounds from a bank to express their ideas • Show an awareness of the range of devices and tools they encounter in everyday life 3. **To practise with a microphone/audio recorder** • Choose suitable sounds from a bank to express their ideas. • Record short speech. • Show an awareness of the range of devices and tools they encounter in everyday life 4. **To record sound effects** • Choose suitable sounds from a bank to express their ideas. • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV) 5. **To record a story** • Choose suitable sounds from a bank to express their ideas. • Record short speech. • Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. 6. **To review the audio story** • They show an awareness of different forms of information • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)	1. **To research cards** • As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). 2. **To practise with a keyboard** • Show an awareness of the range of devices and tools they encounter in everyday life 3. **To work with the text** • Show an awareness of the range of devices and tools they encounter in everyday life 4. **To create images** • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Show an awareness of the range of devices and tools they encounter in everyday life 5. **To combine text and image** • Show an awareness of the range of devices and tools they encounter in everyday life 6. **To send an e-card (Not on Rising Stars)** • Contribute ideas to a class email to another class / school etc. • Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)

#BTK and Links with other subjects

History – Toys of the past and now. Literacy – giving instructions. Maths – whole, half and quarter turns	Science – healthy eating Literacy – giving instructions	Literacy – traditional tales Art – using graphics	Science – classification Science – mini beasts Science – making comparisons Maths – collecting data	Literacy – storytelling Music – percussion instruments Music – to create mood or atmosphere	Literacy – sending cards and letters D and T – making cards

Key Vocabulary

Programming, program, algorithm, debugging	Edit, review, algorithm, programming, device	Illustration, save, open, e-book	Internet, copy, paste, compare, similarities, differences	Audio, microphone, record, audible, sound effects	Keyboard, text, image, font, copy, paste

	I can
Text and Multimedia	• Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.
Digital Images (Photos, paint, animation)	• Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.
Sound and music (inc sound recorders)	• Choose suitable sounds from a bank to express their ideas. • Record short speech.
Electronic Communication	• Contribute ideas to a class email to another class / school etc.
Research and E Safety	• As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). • They show an awareness of different forms of information
Control (algorithms)	• Control simple everyday devices to make them produce different outcomes.
Handling information (databases and graphs)	• As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.
Modelling and simulations (spreadsheets, adventure games and simulations)	• Make simple choices to control a simple simulation program.
Data logging (science and maths)	•
Understanding Technologies (individual technologies)	• Show an awareness of the range of devices and tools they encounter in everyday life
Understanding Technologies (networks)	• Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)
Understanding Technologies (the internet)	•