





Learning objectives and skills

Advent		Lent		Pentecost	
Digital Literacy	We are programmers	We are bug fixers	We are vloggers	We are presenters	We are opinion pollsters
1. Powerful passwords <ul style="list-style-type: none">Pupils explore reasons why people use passwords.Pupils learn the benefits of using passwords.Pupils discover strategies for creating and keeping strong, secure passwords 2. My online community <ul style="list-style-type: none">Pupils explore the concept that people can connect with one another through the internet.Pupils understand how people communicating online can unite a community. 3. Things for sale <ul style="list-style-type: none">Pupils examine product websites and understand that the purpose of the site is to encourage buying the product.Pupils learn the methods used to promote products on these sites. 4. Show respect online <ul style="list-style-type: none">Pupils explore the similarities and differences between in-person and online communications.Pupils learn how to write clear and respectful messages. 5. Writing good emails <ul style="list-style-type: none">Pupils learn how to communicate effectively by email.Pupils learn to take into account the purpose and audience of their message.Pupils learn to use the tone they want to convey. 6. Our digital citizenship pledge <ul style="list-style-type: none">Define what a community is, both in person and online.Explain how having norms helps people in a community achieve their goals.Create and pledge to adhere to shared norms for being in an online community.	1. Learning about animations <ul style="list-style-type: none">Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). 2. Creating a storyboard <ul style="list-style-type: none">Use models and simulations to find things out and solve problems. 3. Creating characters and a background <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. 4. Starting to animate the characters <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. 5. Adding sounds to the animations <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.	1. Spotting and correcting off-by-one bugs <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems. 2. Spotting and correcting performance bugs <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems. 3. Spotting and correcting multi-thread bugs <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems. 4. Spotting and correcting conceptual bugs <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems. 5. Spotting and correcting arithmetical bugs <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.	1. Researching the topic <ul style="list-style-type: none">Begin to understand the need to abide by school e-safety rules.Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)Show an awareness that not all the resources/tools they use are resident on the device they are using.Begin to show an understanding of URLs.Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety 2. Planning the presentation <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. 3. Sourcing content <ul style="list-style-type: none">Begin to understand the need to abide by school e-safety rules.Show an awareness that not all the resources/tools they use	1. Reviewing sports TV <ul style="list-style-type: none">Understand the need to abide by school e-safety rules.Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)Show an awareness that not all the resources/tools they use are resident on the device they are using.Show an understanding of URLs. 2. Working with video cameras <ul style="list-style-type: none">Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. 3. Shooting the videos <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.Show an awareness of the intended audience and seek feed-back 4. Editing the videos <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.Show an awareness of the intended audience and seek feed-backManipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. 5. Improving the videos <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.	1. Planning the survey <ul style="list-style-type: none">Show an awareness that not all the resources/tools they use are resident on the device they are using.Show an understanding of URLs. 2. Developing questions <ul style="list-style-type: none">Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety 3. Creating the online survey <ul style="list-style-type: none">Understand the need to abide by school e-safety rules.Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).Show an awareness that not all the resources/tools they use are resident on the device they are using.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety 4. Collecting data <ul style="list-style-type: none">Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject.They talk about their experiences of using ICT to process data compared with other methods.

	<p>6. Reviewing and improving the animations</p> <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.	<p>6. Spotting and correcting resource bugs</p> <ul style="list-style-type: none">Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.Use models and simulations to find things out and solve problems.	<p>are resident on the device they are using.</p> <ul style="list-style-type: none">Begin to show an understanding of URLs.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety <p>4. Creating original content</p> <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.Show an awareness that not all the resources/tools they use are resident on the device they are using.Begin to show an understanding of URLs. <p>5. Refining and rehearsing</p> <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks.Begin to show an awareness of the intended audience and seek feed-backManipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. <p>6. Recording and sharing</p> <ul style="list-style-type: none">Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen	<ul style="list-style-type: none">Show an awareness of the intended audience and seek feed-backUnderstand the need to abide by school e-safety rules.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. <p>6. Evaluating the videos</p> <ul style="list-style-type: none">Show an awareness of the intended audience and seek feed-backChildren talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety	<p>5. Analysing and evaluating data</p> <ul style="list-style-type: none">Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject.They follow straight forward lines of enquiry to search their data for their own purposes.They talk about their experiences of using ICT to process data compared with other methods. <p>6. Presenting the data</p> <ul style="list-style-type: none">They follow straight forward lines of enquiry to search their data for their own purposes.Make simple use of a spreadsheet to store data and produce graphs.Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.
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			<p>presentations which include hyperlinks.</p> <ul style="list-style-type: none">• Begin to show an awareness of the intended audience and seek feed-back• Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own• Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.									
#BTK and Links with other subjects												
# respect one another			History - Romans	History – presenting info on Ancient Greece	Maths – data presentation & statistics							
Key Vocabulary												
Password Online Internet Email	strong website promote audience	strength community communication pledge	Algorithm Debug Output Script test	animation Input Program storyboard	Algorithm Conceptual instruction performance resource	bugs Debug multi-thread program script	Audio Creative Commons Internet Presentation Screencast	copyright images narration search engine vlogging	Audio Editing Frame planning shooting zooming	close-up footage interview record Video camera	chart graph questions research	data opinion rating scale survey

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Text and Multimedia	<ul style="list-style-type: none"> Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back.
Digital Images (Photos, paint, animation)	<ul style="list-style-type: none"> Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.
Sound and music (inc sound recorders)	<ul style="list-style-type: none"> Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.
Electronic Communication	<ul style="list-style-type: none"> Begin to understand the need to abide by school e-safety rules.
Research and E Safety	<ul style="list-style-type: none"> Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety
Control (algorithms)	<ul style="list-style-type: none"> Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.
Handling information (databases and graphs)	<ul style="list-style-type: none"> Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject. They follow straight forward lines of enquiry to search their data for their own purposes. They talk about their experiences of using ICT to process data compared with other methods.
Modelling and simulations (spreadsheets, adventure games and simulations)	<ul style="list-style-type: none"> Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs.
Data logging (science and maths)	<ul style="list-style-type: none"> Begin to use a data logger to sense physical data (sound, light, temperature).

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Understanding Technologies (individual technologies)	<ul style="list-style-type: none">• Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.
Understanding Technologies (networks)	<ul style="list-style-type: none">• Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).• Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)
Understanding Technologies (the internet)	<ul style="list-style-type: none">• Show an awareness that not all the resources/tools they use are resident on the device they are using.• Begin to show an understanding of URLs.