






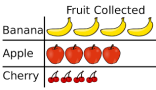




Intent		
School and British Values Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness	British Values Democracy The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs	Whole School Threads Equality ✓ Environmental awareness Community ✓

Topic	Children can:	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Graphics 	<ul style="list-style-type: none"> access a specific program for achieving a specific task use various tools such as brushes, pens, rubber, stamps, shapes. switch between program tools to produce different techniques alter the formatting of a tool to adjust the colour or size. manipulate shapes and objects to create a particular style save, retrieve and organise work <p>Vocab: tools, settings, undo, redo, text, image, launch, application, software, window, minimise, restore, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	Art and topic kiddle searches Creating front covers of 'The Owl Who Was Afraid of The Dark' books	Internet Safety Day
Text 	<ul style="list-style-type: none"> Use spacebar, backspace, delete, arrow keys, return. Use two hands when typing. add images format text and text boxes 	Writing African ebook using ebook software	
Sound recording and video 	<ul style="list-style-type: none"> Capture video. Discuss which videos to keep and which to delete. 	Filming drama lessons in English Record readings of their stories	
Presentation 	<ul style="list-style-type: none"> Choose a suitable subject and collect some information. Present the information to a group. 	African ebooks	
Coding and programming 	<ul style="list-style-type: none"> Give precise instructions. Program inputs so that programs do different things. Combine start up and input events to create more advanced apps and programs. Use a keyboard to control objects on screen. 	Using bee-bots (turtles) and virtual bee-bot coding app Y1 and Y2 Espresso Coding iPad bee-bot app Daisy the dinosaur coding app	

	<ul style="list-style-type: none"> Write code so clicking a button gives an instruction to make something move. improve/change their sequence of commands by debugging. <p>Vocab: algorithm, instruction, order, debug, program, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>		
Internet research 	<ul style="list-style-type: none"> talk about websites they have been on safely open and close an application recognise an email find the @ key contribute to a class email. explore a website by clicking on the arrows, menus and hyperlinks 	African animal research Dinosaur searches using kiddle Animal homes research using swiggle or kiddle Email Mrs Miller	
E-safety 	<ul style="list-style-type: none"> Make decisions about whether statements found on the internet are true or not. Identify devices that can be used to search the internet. Identify what things count as personal information. Identify what is appropriate and inappropriate content and act appropriately. seek help from an adult when they see something unexpected or worrying. Recognise that a variety of devices can be used to connect several people. Consider other people's feelings on the Internet. <p>Vocab: accept, decline, reliable, online, trusted, information, safety, personal.</p>	'999' website where children decide what information to give out CEOP e-safety video 123 ICT	
Handling Data 	<ul style="list-style-type: none"> Know that images give information. Say what a pictogram is showing them. Put data into a program. Sort objects and pictures into lists or simple tables. 	2simple 2animate Science: wild flowers pictogram Plant and habitat tallies	

Key Stage 1 pupils should be taught to:

- 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;
- use technology purposefully to create, organise, store, manipulate and retrieve digital content;
- recognise common uses of information technology beyond school;
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.