





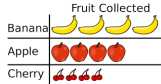




Intent		
School and British Values Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness	British Values Democracy The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	Whole School Threads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

Topic	Children can:	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Text and images 	<ul style="list-style-type: none"> acquire and store images from cameras or the internet for a purpose. select an image and resize, rotate and invert the image. Use a variety of font sizes, styles and colours. Align text left, right and centre. Insert a picture or text use appropriate keyboard commands to amend text on a device use applications and devices in order to communicate ideas, work and messages Combine text and images <p>Vocab: line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, split, create, organise, file, folder, search, shift, menu, dictionary, highlight, cursor, toolbar, spellcheck.</p>	Produce a 3-D robot using Google Docs or MS Word drawing tools Topic reports Spelling practice e-safety presentations using MS Word or Google Docs	Year 3 and 4 touch typing club Internet Safety Day
Video and animation 	<ul style="list-style-type: none"> Capture sounds and video for a purpose. Choose which clips to keep and which to discard. plan an animation and move items within each animation for playback Edit animations 	ipad Iron Man news reports Introduction to Scratch animation	
Presentation? 			
Coding and programming 	<ul style="list-style-type: none"> Code with 'if statements', which select different pieces of code to execute depending on what happens to other objects. Choose which clips to keep and which to diMake things happen in a sequence, creating simple animations and simulations. <p>Vocab:decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, errors, program, algorithm, instructions, commands, forward</p>	Espresso Coding Lightbot coding app Introduction to Scratch animation	

	(fd), left (lt), right (rt), move, turn, clear screen (cs), variable.		
Internet research 	<ul style="list-style-type: none"> ● type in a URL to find a website ● Use a search engine to find a range of media e.g. images, texts 	Using My Maths website Using safe search engines eg Kiddle Topic research Searching for prefix or suffix words to spell	
E-safety 	<ul style="list-style-type: none"> ● Begin to question the 'validity' of what they see on the internet. ● Use the browser address bar ● Log into Google Classroom, complete assignments and comment online. ● Recognise online behaviour that would be unfair. Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles). ● Make judgments to stay safe, whilst communicating with others online. ● Tell an adult if anything worries them online. ● Identify dangers when presented with scenarios. <p>Vocab: , cyberbullying/bullying, plagiarism, profiles, account, private, public</p>	SMART crew videos Creating posters and presentations using Google Slides or MS PowerPoint learning to complete work and comment via Google Classroom	
Handling Data 	<ul style="list-style-type: none"> ● Enter information into a data table. ● Use a questionnaire to collect information <p>Vocab: Google Sheets, Google Docs, insert, tableLog into Google Classroom, complete Enter information into a data table.</p>	<ul style="list-style-type: none"> ● Indian cities population data 	

Key Stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 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 communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- 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;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.