





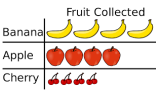













Intent		
School and British Values Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness	British Values Democracy The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	Whole School Threads 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"> use the skills already developed to create content using unfamiliar technology select, use and combine the appropriate technology tools to create effect review and improve their own work and support others to improve their work Evaluate their work insert a hyperlink from the internet or other file 	Prepare topic reports using advanced functions on Google Docs Produce online safety packs for children	Class assemblies Music assemblies Coding club Internet Safety Day assembly Junior Citizens
Video and animation 	<ul style="list-style-type: none"> plan and produce a multi-scene animation Storyboard and capture videos for a purpose Plan for the use of special effects and transitions share animations digitally collect audio from a variety of resources including own recordings and internet clips Edit and refine their work to improve outcomes 	Use 'Scratch' to prepare animated stories Film topic presentations, news reports and residential trips.	
Presentation 	<ul style="list-style-type: none"> work independently to create a multi slide presentation use transitions and animations to improve the quality of the presentation include sounds and moving graphics in the slides present to a large group 	Produce online safety presentations using advanced functions on Google Docs Prepare and present topic and residential trip presentations	
Coding and programming 	<ul style="list-style-type: none"> use variables in more complex ways manipulate inputs to create useful outputs use property values and parameters in their own games programming electronic circuits using inputs and outputs which allow interactions between the real world and a digital device 	Espresso Coding Kodable Tynker Programming with Crumble Controller	

<p>Internet research</p> 	<ul style="list-style-type: none"> ● use advanced search functions to find and use an appropriate website ● explain how search results are selected and ranked ● use their knowledge of domain names to aid their judgement of the validity of websites ● upload/download a file to the cloud on different devices 	<p>Topic and RE research</p> <p>Homework topic task</p> <p>Using Google classroom</p>									
<p>E-safety</p> 	<ul style="list-style-type: none"> ● judge what sort of privacy settings might be relevant to reducing risks ● judge when and when not to answer a question online ● find 'report' and 'flag' buttons in commonly used sites and name sources of help (ChildLine, CyberMentors etc) ● Click-CEOP button and explain to parents what it is for ● discuss scenarios involving online risk ● act as a role model for younger pupils 	<p>Produce online safety packs for children</p> <p>Junior Citizens and follow up work</p> <p>Buddying and working with younger children</p>									
<p>Handling Data</p>  <table border="1" data-bbox="113 842 268 931"> <thead> <tr> <th></th> <th>Fruit Collected</th> </tr> </thead> <tbody> <tr> <td>Banana</td> <td></td> </tr> <tr> <td>Apple</td> <td></td> </tr> <tr> <td>Cherry</td> <td></td> </tr> </tbody> </table>		Fruit Collected	Banana		Apple		Cherry		<ul style="list-style-type: none"> ● know how to interpret data and check for inaccurate data ● Know which formulas to use to change a spreadsheet model ● Understand that changing the numerical data affects a calculation 	<p>*Use Google Docs in T6 - more info needed - how?*</p> <p>Spreadsheets: Add Edit and Calculate Year - 6 Lesson on Twinkl</p>	
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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.