

COMPUTING

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND
PRIMARY SCHOOLS**



NATIONAL CURRICULUM STATEMENT

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.



OUR INTENT

By the time our children leave our school, our computing provision aims to have equipped them with the necessary skills to understand and access the modern technological world. They will have developed computational thinking, increased their digitally literacy and thus be prepared for their future work environment.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships We have strong partnerships and positive relationships	Determination We are determined to do our very best to achieve	Respect We show respect to others and the environment	
Coherent learning links and pathways	Strong working partnerships	High quality outcomes, deep learning	Valuing all children, learning is accessible to all
Challenging, engaging and motivating	Opportunities for memorable experiences	Promotes independence and curiosity	Broad, relevant and balanced Local, Mainland, Global

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons	Topics	Events/Trips	Environment	Enrichment/Inspire	Partnerships							
Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions												
Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education												
CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum	Good behaviour, positive attitudes and high attendance	Teaching that is engaging and consistently good for all	Motivated teams & positive learning culture	Confident, kind, respectful, determined learners
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<p>Federation Vision for Computing – Intention for Children</p> <p>By the time our children leave our school, our computing provision aims to have equipped them with the necessary skills to understand and access the modern technological world. They will have developed computational thinking, increased their digitally literacy and thus be prepared for their future work environment.</p>	<p style="text-align: center;">Big Ideas</p> <ul style="list-style-type: none"> - Computer science – exploring algorithms behind programs and creating these, moving on to learning how to test and debug these to create a working program of their own. - Information technology – learning a variety of skills within the realms of IT, these include word processing, presentation creation, spreadsheets, databases and video production. - Digital literacy – investigating how to be safe when using computing technology not just restricted to computers. Giving children the tools to protect themselves. 		<p style="text-align: center;">Content and Sequencing (Broad, relevant and balanced)</p> <ul style="list-style-type: none"> - Create and debug simple programs (KS1) Design, write and debug programs that accomplish specific goals (KS2) - Use logical reasoning to predict behaviour of simple programs (KS1) Using logical reasoning to explain how simple algorithms work and detect errors (KS2) - Use technology safely and respectfully, keeping personal information private and knowing where to go for help (KS1) recognising acceptable/unacceptable behaviour and identifying a number of ways to report issues (KS2) - Use technology purposefully to create, organise, store, manipulate and retrieve digital content (KS1) Select, use and combine a variety of software (including internet services) on a range of devices (KS2) - Recognise common uses of information technology beyond school (KS1) Understand computer networks including the internet (KS2) - Create and debug simple programs (KS1) Use sequence, selection, repetitions, variables, inputs and outputs in programs (KS2) 	
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Vision for the Federation Learning Principles in Computing

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Algorithms link strongly to mathematics, requiring children to apply their learning to sequencing code.	Children will work together to evaluate and debug their projects, offering ideas and suggestions to improve them further.	Through teaching the children will have a deep understanding of how computing systems work and power our lives.	All children in our Federation have the same opportunities to achieve the same end goals as each other with scaffolding enabling this.	Children will be challenged to apply their skills across the computing curriculum to create a range of projects that they can creatively adapt to truly make their own.	Children will leave school remembering the first time they learned how to use computing skills that they will use repeatedly throughout their lifetime.	Children will be able to apply their learned skills within computing science to develop projects that they can test with their own ideas.	Children will be able to develop skills that allow them to communicate effectively across the technological landscape of our world.

<p>Links with English and Maths</p>	<p>Progress</p>	<p>Support</p>
<p>Maths: Directional language, angles, measurement, four main operations, sequencing, coordinates</p> <p>English: Sentence structure skills within word processing</p>	<p>Projects based around computing science skills (computing) will develop through the year groups in the complexity of algorithms used and support given.</p> <p>Information technology areas will show developed skills in their projects appropriate for their year groups (such as spreadsheet formulas being developed in upper KS2)</p>	<p>Everyone has access to the computing National Curriculum. Children will be supported with recapping any basic skill not achieved in previous year groups.</p> <p>Changes made to computers/devices in order to enable access (background lighting/colours or keyboard sizing for example)</p>

PROGRESSION OF SKILLS

1. Information Technology
2. Computing Science
3. Digital Literacy (2 slides)
4. Vocabulary and Resources
5. Overview of coverage (Split into each half term)

COMPUTING	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
INFORMATION TECHNOLOGY	INFORMATION TECHNOLOGY – GENERAL <ul style="list-style-type: none"> - Use different digital devices - Recognise a range of digital devices DATA – <ul style="list-style-type: none"> - Sort familiar objects into 1 or more categories - Answer basic questions about information displayed in images, e.g. more or less - Collect simple data (e.g. likes/dislikes) on a topic - Can present simple data using images, e.g. number of animals MULTIMEDIA (SOUND AND VISION) <ul style="list-style-type: none"> - Access content in a range of formats, e.g. image, video, audio - Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet - Can distinguish between text, image, video and audio content COMMUNICATION – <ul style="list-style-type: none"> - Use technology to explore and access digital content - Operate a digital device with support to fulfil a task - Create simple digital content, e.g. digital art - Choose media to convey information, e.g. image for a poster - Choose a digital device from a selection to complete a specific task - Add text to a document using the keyboard (where appropriate) 	INFORMATION TECHNOLOGY – GENERAL <ul style="list-style-type: none"> - Name a range of digital devices (yr 1) - Know where to save and open work (yr 2) DATA <ul style="list-style-type: none"> - Identify an object by asking yes/no questions (yr 1) - Recognise charts, tables or branching databases and understand why we use them (yr 1) - Explain information shown in a simple chart, pictogram, infographic or database (yr 1) - Use specific software to create simple charts (yr 1) - Collect data on a topic (eye colour, pets etc.) (yr 1) - Present data in a pictogram independently (yr 1) - Identify an object using a branching database (yr 1) - Recognise an error in a branching database. (yr 1) - Create a branching database using pre-prepared images and questions (yr 2) - Explain how different formats communicate information and their benefits (yr 2) - Independently plan out and create a branching database (yr 2) - Evaluate a given branching database and suggest improvements (yr 2) - Understand that the questions you ask are important, when collecting data (yr 2) MULTIMEDIA (SOUND AND VISION) <ul style="list-style-type: none"> - Select media (e.g. images, video, sound) to present information on a topic (yr 1) - Take pictures and videos on a media device (yr 1) - Use pictures to create short simple animations (yr 1) - Use photo editing software to simply edit pictures taken (e.g. change filters) (yr 2) - Create a short video joining 2 or more clips together (yr 2) - Find out similar information in different formats, e.g. text, video, audio (yr 2) - Introduce how a green screen can be used for pictures and video (yr 2) COMMUNICATION (TEXT/PRESENTATION) <ul style="list-style-type: none"> - Understand that you can edit and change digital content (yr 1) - Select basic options to change the appearance of digital content (yr 1) - Combine media with support to present information, e.g. text and images (yr 1) - Apply edits to digital content to achieve a particular effect (yr 1) - Plan out digital content (yr 2) - Present ideas and information by combining media independently (yr 2) - Talk about what makes digital content good or bad (yr 2) - Edit digital content to improve it (yr 2) 	INFORMATION TECHNOLOGY – GENERAL <ul style="list-style-type: none"> - Open and save a file to a suitable folder (yr 3) - Use suitable file names when saving work (yr 3) - Type using all fingers (yr 3) - Understand you can organise files using folders (yr 3) - Delete, move and copy files (yr 3) - Use right-click, left-click and double-click appropriately on a mouse (yr 4) DATA <ul style="list-style-type: none"> - Appreciate that different programs work with different types of data, e.g. text, number (yr 3) - Explore a record database to find out information (yr 3) - Know that there is a difference between data and information (yr 3) - Use filters in a database to find out specific information (yr 3) - Understand the benefits of using a computer to create charts and databases (yr 3) - Understand that search engines store information in databases (yr 3) - Design a questionnaire and collect a range of data on a theme (yr 3) - Enter data into a database package and test (yr 4) - Draw conclusions from information stored in a database, table or chart (yr 4) - Present data in a number of different ways to convey information (yr 4) MULTIMEDIA (SOUND AND VISION) <ul style="list-style-type: none"> - Use photo editing software to resize and crop photos as well as use further tools (e.g. contrast, brightness) (yr 3) - To be able to create a short video using filters, transitions and the trimming tool (yr 3) - Use pictures to create a more substantial animation. (yr 3) - To be able to use sound effects, soundtracks and titles when editing videos (yr 4) COMMUNICATION (TEXT/PRESENTATION) <ul style="list-style-type: none"> - Know how to copy text and images into a another document (yr 4) - Edit existing media to make new content with an awareness of copyright (yr 3) - Evaluate existing and their own digital content (yr 3) - Edit digital content to improve it according to feedback (yr 3) - Design and create digital content for a specific purpose (yr 4) - Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 (yr 4) - Collect, organise and present information effectively using a range of media (yr 4) - Use a range of tools to edit and enhance media for a particular effect (yr 4) 	INFORMATION TECHNOLOGY – GENERAL <ul style="list-style-type: none"> - Use the keyboard confidently to type at a suitable pace (yr 5) - Use common keyboard shortcuts (yr 5) - Organise files effectively using folders (yr 5) DATA <ul style="list-style-type: none"> - Question a database using more complex searches (yr 5) - Design and create a database (yr 5) - Create a graph from a data (both databases and spreadsheets) (yr 5) - Use a range of mathematical formula with data (yr 5) - Design their own form of data collection independently for a specific purpose (yr 6) MULTIMEDIA (SOUND AND VISION) <ul style="list-style-type: none"> - To be able to edit videos to include titles, voiceovers, volume boosting and to amend speed where necessary. (yr 5) - To be able to edit videos using the green screen (yr 5) - To edit photos using more advanced terms such as (saturation and hue) (yr 5) - To create and edit an independent video project (yr 6) - To create and edit photos independently for a purpose. (yr 6) COMMUNICATION (TEXT/PRESENTATION) <ul style="list-style-type: none"> - Identify and use appropriate hardware and software to fulfil a specific task (yr 5) - Remix and edit a range of existing and their own media to create content (yr 5) - Recognise the audience when designing and creating digital content (yr 5) - Understand the benefits of using technology to collaborate with others (yr 5) - Identify success criteria for creating digital content for a given purpose and audience (yr 6) - Evaluate their own content against success criteria and make improvements accordingly (yr 6)

COMPUTING	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
COMPUTING SCIENCE	COMPUTING SCIENCE – <ul style="list-style-type: none"> - Repeat an action with technology to trigger a specific outcome - Recognise the success or failure of an action - Follow simple instructions to control a digital device - Try alternative approaches to achieve a goal - Understand that we control computers - Can order the steps of a known task - Input a short sequence of instructions to control a device (e.g. bee bot app) - Recognise patterns in groups of objects 	COMPUTING SCIENCE – <ul style="list-style-type: none"> - Identify and list the steps of a known task in order (yr 1) - Understand that we control computers by giving them instructions (yr 1) - Create a simple program e.g. to control a sprite (yr 1) - Understand what an algorithm is (yr 1) - Create a simple algorithm (yr 1) - Identify and explain patterns in groups of objects (yr 1) - Debug an error in a simple algorithm or program e.g. in Scratch Jr (yr 1) - Predict the outcome of a simple algorithm or program (yr 1) - Understand that computers have no intelligence and we have to program them to do things (yr 1) - Understand that the order of instructions in an algorithm is important (yr 2) - Understand that instructions in an algorithm need to be clear and unambiguous (yr 2) - Evaluate the success of an algorithm or program (yr 2) - Identify and correct errors in a given algorithm or program (debugging) (yr 2) - Use the language <i>if... then</i> to describe the relationship between two actions (yr 2) 	COMPUTING SCIENCE – <ul style="list-style-type: none"> - Understand that we can decompose a problem into smaller steps to make it simpler (yr 3) - Remix and change an existing program (yr 3) - Predict the outcome of a program, e.g. Scratch (yr 3) - Use diagrams to represent an algorithm, e.g. a flowchart (yr 3) - Use repetition to make programs more efficient (yr 4) - Use forever loops in a program (yr 4) - Create a program using a range of events/inputs to control what happens (yr 4) - Decompose a problem and create a solution for each step (yr 4) 	COMPUTING SCIENCE – <ul style="list-style-type: none"> - Recognise that different solutions exist for the same problem (yr 5) - Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5) - Use two-way selection, i.e. <i>if... then... else...</i> (yr 5) - Create programs including repeat until loops (yr 5) - Understand the difference between and use <i>if... then... and if... then... else...</i> statements (yr 5) - Recognise variables in a program (yr 6) - Create simple variables, e.g. to keep score or remove lives in a game (yr 6) - Combine a variable with relational operators (< = >) to determine when a program changes, e.g. <i>if score > 5, say "well done"</i> (yr 6)

COMPUTING	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DIGITAL LITERACY	<p>ESAFETY <u>Self-image and identity</u></p> <ul style="list-style-type: none"> - I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. - I can explain how this could be either in real life or online. <p><u>Online relationships</u></p> <ul style="list-style-type: none"> - I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I (might) use technology to communicate with people I know. <p><u>Online reputation</u></p> <ul style="list-style-type: none"> - I can identify ways that I can put information on the internet. <p><u>Online bullying</u></p> <ul style="list-style-type: none"> - I can describe ways that some people can be unkind online. - I can offer examples of how this can make others feel. <p><u>Managing online information</u></p> <ul style="list-style-type: none"> - I can talk about how I can use the internet to find things out. - I can identify devices I could use to access information on the internet. - I can give simple examples of how to find information (e.g. search engine, voice activated searching). <p><u>Health, well-being and lifestyle</u></p> <ul style="list-style-type: none"> - I can identify rules that help keep us safe and healthy in and beyond the home when using technology, and I can give simple examples. <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - I can describe the people I can trust and can share this with; I can explain why I can trust them. <p><u>Copyright and ownership</u></p> <ul style="list-style-type: none"> - I know that work I create belongs to me. - I can name my work so that others know it belongs to me. 	<p>ESAFETY <u>Self-image and identity</u></p> <ul style="list-style-type: none"> - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. (yr 1) - If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (yr 1) - I can explain how other people's identity online can be different to their identity in real life. (yr 2) - I can describe ways in which people might make themselves look different online. (yr 2) - I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (yr 2) <p><u>Online relationships</u></p> <ul style="list-style-type: none"> - I can use the internet with adult support to communicate with people I know. (yr 1) - I can explain why it is important to be considerate and kind to people online. (yr 1) - I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/country). (yr 2) - I can give examples of how I might use technology to communicate with others I don't know well. (yr 2) <p><u>Online reputation</u></p> <ul style="list-style-type: none"> - Through discreet teaching I can recognise that information can stay online and could be copied. (yr 1) - Through discreet teaching I can describe what information I should not put online without asking a trusted adult first. (yr 1) - I can explain how information put online about me can last for a long time. (yr 2) - I know who to talk to if I think someone has made a mistake about putting something online. (yr 2) <p><u>Online bullying</u></p> <ul style="list-style-type: none"> - I can describe how to behave online in ways that do not upset others and can give examples. (yr 1) - I can give examples of bullying behaviour and how it could look online. (yr 1) - I understand how bullying can make someone feel. (yr 2) - I can talk about how someone can/would get help about being bullied online or offline. (yr 2) <p><u>Managing online information</u></p> <ul style="list-style-type: none"> - I can use the internet to find things out. (yr 1) - I can use simple keywords in search engines. (yr 1) - I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (yr 1) - I can use keywords in search engines. (yr 2) - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). (yr 2) - I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). (yr 2) - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. (yr 2) - I can explain why some information I find online may not be true. (yr 2) <p><u>Health, well-being and lifestyle</u></p> <ul style="list-style-type: none"> - I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules (yr 1) 	<p>ESAFETY <u>Self-image and identity</u></p> <ul style="list-style-type: none"> - I can explain what is meant by the term 'identity'. (yr 3) - I can explain how I can represent myself in different ways online. (yr 3) - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). (yr 3) - I can explain how my online identity can be different to the identity I present in 'real life'. (yr 4) - Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. (yr 4) <p><u>Online relationships</u></p> <ul style="list-style-type: none"> - I can describe ways people who have similar likes and interests can get together online. (yr 3) - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). (yr 3) - I can explain some risks of communicating online with others I don't know well. (yr 3) - I can explain why I should be careful who I trust online and what information I can trust them with. (yr 3) - I can explain how my and other people's feelings can be hurt by what is said or written online. (yr 3) - I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. (yr 3) - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. (yr 3) - I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. (yr 3) - I can describe strategies for safe and fun experiences in a range of online social environments. (yr 4) - I can give examples of how to be respectful to others online. (yr 4) <p><u>Online reputation</u></p> <ul style="list-style-type: none"> - I can search for information about myself online. (yr 3) - I can recognise I need to be careful before I share anything about myself or others online. (yr 3) - I know who I should ask if I am not sure if I should put something online. (yr 3) - I can describe how others can find out information about me by looking online. (yr 4) - I can explain ways that some of the information about me online could have been created, copied or shared by others. (yr 4) <p><u>Online bullying</u></p> <ul style="list-style-type: none"> - I can explain what bullying is and can describe how people may bully others. (yr 3) - I can describe rules about how to behave online and how I follow them. (yr 3) - I can identify some online technologies where bullying might take place. (yr 4) - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). (yr 4) - I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). (yr 4) <p><u>Managing online information</u></p> <ul style="list-style-type: none"> - I can use key phrases in search engines. (yr 3) - I can explain what autocomplete is and how to choose the best suggestion. (yr 3) - I can explain how the internet can be used to sell and buy things. (yr 3) 	<p>ESAFETY <u>Self-image and identity</u></p> <ul style="list-style-type: none"> - I can explain how identity online can be copied, modified or altered. (yr 5) - I can demonstrate responsible choices about my online identity, depending on context. (yr 5) - I can describe ways in which media can shape ideas about gender. (yr 6) - I can identify messages about gender roles and make judgements based on them. (yr 6) - I can challenge and explain why it is important to reject inappropriate messages about gender online. (yr 6) - I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. (yr 6) - I can explain why I should keep asking until I get the help I need. (yr 6) <p><u>Online relationships</u></p> <ul style="list-style-type: none"> - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. (yr 5) - I can make positive contributions and be part of online communities. (yr 5) - I can describe some of the communities in which I am involved and describe how I collaborate with others positively (yr 5) - I can show I understand my responsibilities for the well-being of others in my online social group. (yr 6) - I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). (yr 6) - I can demonstrate how I would support others (including those who are having difficulties) online (yr 6) - I can demonstrate ways of reporting problems online for both myself and my friends. (yr 6) <p><u>Online reputation</u></p> <ul style="list-style-type: none"> - I can search for information about an individual online and create a summary report of the information I find. (yr 5) - I can describe ways that information about people online can be used by others to make judgments about an individual. (yr 5) - I can explain how I am developing an online reputation which will allow other people to form an opinion of me. (yr 6) - I can describe some simple ways that help build a positive online reputation. (yr 6) <p><u>Online bullying</u></p> <ul style="list-style-type: none"> - I can recognise when someone is upset, hurt or angry online. (yr 5) - I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. (yr 5) - I can explain how to block abusive users. (yr 5) - I can explain how I would report online bullying on the apps and platforms that I use. (yr 5) - I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). (yr 5) - I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. (yr 6) - I can identify a range of ways to report concerns both in school and at home about online bullying. (yr 6) <p><u>Managing online information</u></p> <ul style="list-style-type: none"> - I can use different search technologies (yr 5) - I can evaluate digital content and can explain how I make choices from search results. (yr 5) - I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. (yr 5) - I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). (yr 5) - I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. (yr 5) - I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. (yr 5)

COMPUTING	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DIGITAL LITERACY	<p>HOW A COMPUTER WORKS –</p> <ul style="list-style-type: none"> Recognise the basic parts of a computer, e.g. mouse, screen, keyboard Use a mouse, touchscreen or appropriate access device to target and select options on screen Recognise key parts of a keyboard, e.g. spacebar, numbers and letters 	<ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings.(yr 2) I can say how those rules/guides can help me. (yr 2) <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). (yr 1) I can explain why I should always ask a trusted adult before I share any information about myself online. (yr 1) I can explain how passwords can be used to protect information and devices. (yr 1) I can describe how online information about me could be seen by others. (yr 2) I can describe and explain some rules for keeping my information private. (yr 2) I can explain what passwords are and can use passwords for my accounts and devices. (yr 2) I can explain how many devices in my home could be connected to the internet and can list some of those devices. (yr 2) <p><u>Copyright and ownership</u></p> <ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. (yr 1) I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). (yr 1) I can save my work so that others know it belongs to me (e.g. filename, name on content). (yr 1) I can describe why other people's work belongs to them. (yr 2) I can recognise that content on the internet may belong to other people. (yr 2) <p>HOW A COMPUTER WORKS</p> <ul style="list-style-type: none"> Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard (yr 1) Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen (yr 2) Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen (yr 2) Recognise that a range of devices contain computers, e.g. washing machine, car, laptop (yr 2) 	<ul style="list-style-type: none"> "I can explain the difference between a 'belief', an 'opinion' and a 'fact'." (yr 3) I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. (yr 4) I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). (yr 4) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. (yr 4) I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. (yr 4) I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. (yr 4) <p><u>Health, well-being and lifestyle</u></p> <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). (yr 3) I can explain how using technology can distract me from other things I might do or should be doing. (yr 4) I can identify times or situations when I might need to limit the amount of time I use technology. (yr 4) I can suggest strategies to help me limit this time. (yr 4) <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (yr 3) I understand and can give reasons why passwords are important. (yr 3) I can describe simple strategies for creating and keeping passwords private. (yr 3) I can describe how connected devices can collect and share my information with others. (yr 3) I can explain what a strong password is. (yr 4) I can describe strategies for keeping my personal information private, depending on context. (yr 4) I can explain that others online can pretend to be me or other people, including my friends. (yr 4) I can suggest reasons why they might do this. (yr 4) I can explain how internet use can be monitored. (yr 4) <p><u>Copyright and ownership</u></p> <ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission can cause problems. (yr 3) I can give examples of what those problems might be. (yr 3) When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it, and I can give some simple examples (yr 4) <p>HOW A COMPUTER WORKS</p> <ul style="list-style-type: none"> Understand that school computers are connected (yr 3) Understand that the Internet is made up of computers from all around the world connected together (yr 4) Understand that that school computers are connected together in a network (yr 4) Understand that we use a web browser to access information stored on the Internet (yr 4) 	<ul style="list-style-type: none"> I can explain why some information I find online may not be honest, accurate or legal. (yr 5) I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). (yr 5) I can use search technologies effectively. (yr 6) I can explain how search engines work and how results are selected and ranked. (yr 6) I can demonstrate the strategies I would apply to be discerning in evaluating digital content. (yr 6) I can describe how some online information can be opinion and can offer examples. (yr 6) I can explain how and why some people may present 'opinions' as 'facts'. (yr 6) I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). (yr 6) I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. (yr 6) I can identify, flag and report inappropriate content. (yr 6) <p><u>Health, well-being and lifestyle</u></p> <ul style="list-style-type: none"> I can describe ways technology can affect healthy sleep and can describe some of the issues. (yr 5) I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. (yr 5) I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. (yr 6) I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). (yr 6) I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). (yr 6) <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> I can create and use strong and secure passwords. (yr 5) I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. (yr 5) I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. (yr 5) I use different passwords for a range of online services. (yr 6) I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). (yr 6) I know what to do if my password is lost or stolen. (yr 6) I can explain what app permissions are and can give some examples from the technology or services I use.(yr 6) I can describe simple ways to increase privacy on apps and services that provide privacy settings. (yr 6) I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). (yr 6) <p><u>Copyright and ownership</u></p> <ul style="list-style-type: none"> I can assess and justify when it is acceptable to use the work of others. (yr 5) I can give examples of content that is permitted to be reused. (yr 5) I can demonstrate the use of search tools to find and access online content which can be reused by others. (yr 6) I can demonstrate how to make references to and acknowledge sources I have used from the internet. (yr 6) <p>HOW A COMPUTER WORKS</p> <ul style="list-style-type: none"> Understand that different devices can have different operating systems, and can give examples, e.g. Windows, iOS, Android (yr 6) Understand the main functions of an operating system (yr 6) Recognise common file types and extensions (yr 6)

COMPUTING	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Vocabulary	Device, computer, mouse, keyboard, numbers, letters, document, type, spacebar, screen, internet, online, technology, content, text, image, video, audio, media, digital, data, information, personal, online, real life, trust, categories, action, success, failure, repeat, outcome, instructions, approach, control, patterns, input, order.	Save, open, database (branching), software, hardware, infographic, chart, table, pictogram, editing, animation, filters, green screen, clips, combine, apply, instructions, algorithm, program, patterns, error, predict, debug intelligence, order, identify, unambiguous, evaluate, identity, communicate, support, behaviour, bullying, search engine, keyword, demonstrate, navigate, webpage, home, forward, back buttons; links, tabs, sections, voice-activated, imaginary, environments, guidance, settings, password, account, rules, microphone, touchscreen, printer, speakers, computers (other devices).	Suitable, file names, folders, click, move, organise, copy, specific, conclusions, convey, store, collect, design, questionnaire, filter, record, test, resize, crop, contrast, brightness, sound effects, soundtracks, titles, trim, transition, document, copyright, collaborate, enhance, decompose, remix, repetition, flowchart, loops, events, inputs, solution, identity, perceive, avatar, trust, respectful, shared, reputation, chat, content, engaged, strategies, pressured, private, connected, personal, monitor, permission, network, browser,	Complex, formula, voiceover, volume boost, speed, saturation, hue, audience, evaluate, solutions, selection, variables, relational operators, modified, altered, gender, judgements, reject, communities, contributions, impulsive, social group, abusive, capture, fact, opinion belief, true, false, valid, reliable, evidence, misinformation, disinformation, distributed, hoax, sceptical, discerning, ranked, influence, manipulation, persuasion, advertising, flag, report, ad targeting, validity, promote, self-regulating, monitoring, age-related, geo-location, privacy, targets, illegal, scams, phishing, acknowledge, references, operating system, functions, extensions, file types.
Resources – Including link to Reading	E-safety links document, Scratch JR, BeeBot app, Beebots, IT skills document, whiteboard app, Paint, Word, laptops, iPads, Google Chrome, other electronic devices (that use computers), role play technology, https://www.i2e.com/jit5#paint (for drawing and presenting data)	Code it planning/resources, E-safety links document, Scratch JR, BeeBot app, Beebots, IT skills document, Word, PowerPoint, Excel, Gmail, iMovie, Stop animation app, Green Screen app, Snapseed app (photo editing app), laptops, iPads, Google Chrome, Green Screen, other electronic devices (that use computers). https://www.i2e.com/j2data/ (for data work)	Code it planning/resources, E-safety links document, Scratch, IT skills document, Scratch, Word, PowerPoint, Excel, Access, Google Drive, Gmail, iMovie, Stop animation app, Green Screen app, Snapseed app (photo editing app), laptops, iPads, Google Chrome, Green Screen, https://www.i2e.com/j2data/ (for data work)	Code it planning/resources, E-safety links document, Scratch, IT skills document, Scratch, Word, PowerPoint, Excel, Access, Google Drive, Gmail, iMovie, Stop animation app, Green Screen app, Snapseed app (photo editing app), laptops, iPads, Google Chrome, Green Screen, https://www.i2e.com/j2data/ (for data work)

FEDERATION COVERAGE – AUTUMN 1

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Aut 1	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/year-one/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/year-one/health-well-being-and-lifestyle/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/year-two/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/year-two/health-well-being-and-lifestyle/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/year-three/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/year-three/health-well-being-and-lifestyle/)	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/4/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/4/health-well-being-and-lifestyle/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/5/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/5/health-well-being-and-lifestyle/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Self image and Identity (https://projectevolve.co.uk/toolkit/years/6/self-image-and-identity/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2 Health, well-being and lifestyle (https://projectevolve.co.uk/toolkit/years/6/health-well-being-and-lifestyle/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.
	Communication - Understand that you can edit and change digital content (yr 1) - Select basic options to change the appearance of digital content (yr 1) - Combine media with support to present information, e.g. text and images (yr 1) - Apply edits to digital content to achieve a particular effect (yr 1) TYPING (1 LESSON) WORD – (1 LESSON)	Multimedia (Vision) - Use photo editing software to simply edit pictures taken (e.g. change filters) (yr 2) - Introduce how a green screen can be used for pictures and video (yr 2) Photo taking (1 lesson) – Green screen photos (1 lesson) -	Communication - Know how to copy text and images into a another document (yr 3) - Edit existing media to make new content with an awareness of copyright (yr 3) - Evaluate existing and their own digital content (yr 3) - Edit digital content to improve it according to feedback (yr 3) WORD (2 LESSONS) -	Computing science (3 LESSONS) - Use repetition to make programs more efficient (yr 4) - Use forever loops in a program (yr 4) - Create a program using a range of events/inputs to control what happens (yr 4) - Decompose a problem and create a solution for each step (yr 4) http://code-it.co.uk/wp-content/uploads/2019/06/exploringoopsPLAN.pdf (PLAN – links inside)	Multimedia (Vision) - To edit photos using more advanced terms such as (saturation and hue). Photo editing (2 lessons)	Multimedia (Vision) - To create and edit photos independently for a purpose. (yr 6) Photo editing (2 lessons).
	Multimedia (Vision) - Select media (e.g. images, video, sound) to present information on a topic (yr 1) - Take pictures and videos on a media device (yr 1) Photo taking (1 lesson)	Communication - Plan out digital content (yr 2) - Present ideas and information by combining media independently (yr 2) - Talk about what makes digital content good or bad (yr 2) - Edit digital content to improve it (yr 2) TYPING (1 LESSON) WORD – (1 LESSON)	Multimedia (Vision) - Use photo editing software to resize and crop photos as well as use further tools (e.g. contrast, brightness) (yr 3) Photo editing (2 lessons)	Communication - Design and create digital content for a specific purpose (yr 4) - Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 (yr 4) - Collect, organise and present information effectively using a range of media (yr 4) - Use a range of tools to edit and enhance media for a particular effect (yr 4) WORD (2 LESSONS)	Communication (Presentation) – - Identify and use appropriate hardware and software to fulfil a specific task (yr 5) - Remix and edit a range of existing and their own media to create content (yr 5) - Recognise the audience when designing and creating digital content (yr 5) - Understand the benefits of using technology to collaborate with others (yr 5) POWERPOINT (2 LESSONS)	Communication - Identify success criteria for creating digital content for a given purpose and audience (yr 6) - Evaluate their own content against success criteria and make improvements accordingly (yr 6) WORD (2 Lessons)

FEDERATION COVERAGE – AUTUMN 2

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Aut 2	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/year-one/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/year-one/online-bullying/)</p>	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/year-two/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/year-two/online-bullying/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/year-three/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/year-three/online-bullying/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/4/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/4/online-bullying/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/5/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/5/online-bullying/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p>	<p>E-Safety x 2 LESSONS</p> <p>Online relationships (https://projectevolve.co.uk/toolkit/years/6/online-relationships/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Online bullying (https://projectevolve.co.uk/toolkit/years/6/online-bullying/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>
	<p>Computing science (3 LESSONS) Coding – All barefoot based around algorithms</p> <ul style="list-style-type: none"> - Identify and list the steps of a known task in order (yr 1) - Understand that we control computers by giving them instructions (yr 1) - Understand what an algorithm is (yr 1) - Create a simple algorithm (yr 1) - Identify and explain patterns in groups of objects (yr 1) - Predict the outcome of a simple algorithm or program (yr 1) - Understand that computers have no intelligence and we have to program them to do things (yr 1) 	<p>Computing science (3 LESSONS) Coding – All barefoot based around algorithms</p> <ul style="list-style-type: none"> - Understand that the order of instructions in an algorithm is important (yr 2) - Understand that instructions in an algorithm need to be clear and unambiguous (yr 2) - Evaluate the success of an algorithm or program (yr 2) - Identify and correct errors in a given algorithm or program (debugging) (yr 2) 	<p>Computing science (3 LESSONS)</p> <ul style="list-style-type: none"> - Remix and change an existing program (yr 3) - Predict the outcome of a program, e.g. Scratch (yr 3) <p>http://code-it.co.uk/wp-content/uploads/2019/04/dialogue_vc.pdf (PLAN including links inside)</p>	<p>Computing science (2 LESSONS)</p> <ul style="list-style-type: none"> - Use repetition to make programs more efficient (yr 4) - Use forever loops in a program (yr 4) - Create a program using a range of events/inputs to control what happens (yr 4) - Decompose a problem and create a solution for each step (yr 4) <p>http://code-it.co.uk/wp-content/uploads/2019/05/sequence-loopPLAN.pdf (PLAN – Links inside)</p>	<p>Computing science (3 LESSONS)</p> <ul style="list-style-type: none"> - Recognise that different solutions exist for the same problem (yr 5) - Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5) <p>http://code-it.co.uk/wp-content/uploads/2019/10/makingchoicesPLAN.pdf (PLAN – Links inside)</p>	<p>Computing science (3 LESSONS)</p> <ul style="list-style-type: none"> - Recognise variables in a program (yr 6) - Create simple variables, e.g. to keep score or remove lives in a game (yr 6) - Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done” (yr 6) <p>http://code-it.co.uk/wp-content/uploads/2019/05/basicProcedurePlan.pdf (PLAN – Links inside)</p>
	<p>Data (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Identify an object by asking yes/no questions (yr 1) - Recognise charts, tables or branching databases and understand why we use them (yr 1) - Explain information shown in a simple chart, pictogram, infographic or database (yr 1) - Identify an object using a branching database (yr 1) - Recognise an error in a branching database. (yr 1) 	<p>Data (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Create a branching database using pre-prepared images and questions (yr 2) - Explain how different formats communicate information and their benefits (yr 2) - Independently plan out and create a branching database (yr 2) - Evaluate a given branching database and suggest improvements (yr 2) 	<p>Data (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Appreciate that different programs work with different types of data, e.g. text, number (yr 3) - Explore a record database to find out information (yr 3) - Know that there is a difference between data and information (yr 3) - Use filters in a database to find out specific information (yr 3) 	<p>Data (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Enter data into a database package and test (yr 4) - Draw conclusions from information stored in a database, table or chart (yr 4) 	<p>Data – (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Question a database using more complex searches - Design and create a database - Create a graph from a data (both databases and spreadsheets) 	<p>Data – Database (2 LESSONS)</p> <ul style="list-style-type: none"> - Design their own form of data collection independently for a specific purpose (yr 6)

FEDERATION COVERAGE – SPRING I

Spr 1

How a computer works – (Repeat targets from previous year)	How a computer works – (Repeat targets from previous year)	How a computer works – (Repeat targets from previous year)	How a computer works – (Repeat targets from previous year)	How a computer works – (Repeat targets from previous year)	How a computer works – (Repeat targets from yr 4)
<p>Data (Charts) (LESSON 2)</p> <ul style="list-style-type: none"> - Recognise charts, tables or branching databases and understand why we use them (yr 1) - Explain information shown in a simple chart, pictogram, infographic or database (yr 1) - Use specific software to create simple charts (yr 1) - Collect data on a topic (eye colour, pets etc.) (yr 1) - Present data in a pictogram independently (yr 1) 	<p>Data (Charts) (2 LESSONS)</p> <ul style="list-style-type: none"> - Understand that the questions you ask are important, when collecting data (yr 2) 	<p>Data (Database) (2 LESSONS)</p> <ul style="list-style-type: none"> - Understand the benefits of using a computer to create charts and databases (yr 3) - Understand that search engines store information in databases (yr 3) - Design a questionnaire and collect a range of data on a theme (yr 3) 	<p>Data (Charts) (2 LESSONS)</p> <ul style="list-style-type: none"> - Draw conclusions from information stored in a database, table or chart (yr 4) - Present data in a number of different ways to convey information (yr 4) 	<p>Data – Spreadsheets (2 LESSONS) –</p> <ul style="list-style-type: none"> - Create a graph from a data (both databases and spreadsheets) (yr 5) - Use a range of mathematical formula with data (yr 5) 	<p>Data – Spreadsheet (2 LESSONS)</p> <ul style="list-style-type: none"> - Design their own form of data collection independently for a specific purpose (yr 6)
<p>Communication</p> <ul style="list-style-type: none"> - Understand that you can edit and change digital content (yr 1) - Select basic options to change the appearance of digital content (yr 1) - Combine media with support to present information, e.g. text and images (yr 1) - Apply edits to digital content to achieve a particular effect (yr 1) <p>WORD (2 LESSONS)</p>	<p>Communication</p> <ul style="list-style-type: none"> - Plan out digital content (yr 2) - Present ideas and information by combining media independently (yr 2) - Talk about what makes digital content good or bad (yr 2) - Edit digital content to improve it (yr 2) <p>POWERPOINT (2 LESSONS)</p>	<p>Communication</p> <ul style="list-style-type: none"> - Know how to copy text and images into a another document (yr 3) - Edit existing media to make new content with an awareness of copyright (yr 3) - Evaluate existing and their own digital content (yr 3) - Edit digital content to improve it according to feedback (yr 3) <p>POWERPOINT (2 LESSONS)</p>	<p>Communication</p> <ul style="list-style-type: none"> - Design and create digital content for a specific purpose (yr 4) - Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 (yr 4) - Collect, organise and present information effectively using a range of media (yr 4) - Use a range of tools to edit and enhance media for a particular effect (yr 4) <p>POWERPOINT (2 LESSONS)</p>	<p>Communication (Text)</p> <ul style="list-style-type: none"> - Identify and use appropriate hardware and software to fulfil a specific task (yr 5) - Remix and edit a range of existing and their own media to create content (yr 5) - Recognise the audience when designing and creating digital content (yr 5) - Understand the benefits of using technology to collaborate with others (yr 5) <p>WORD (2 LESSONS)</p>	<p>Communication</p> <ul style="list-style-type: none"> - Identify success criteria for creating digital content for a given purpose and audience (yr 6) - Evaluate their own content against success criteria and make improvements accordingly (yr 6) <p>POWERPOINT (2 Lessons)</p>

FEDERATION COVERAGE – SPRING 2

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Spr 2	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/year-one/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/year-two/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/year-three/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/4/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/5/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.	E-Safety x 2 LESSONS Managing online information (COMING SOON) Online reputation (https://projectevolve.co.uk/toolkit/years/6/online-reputation/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.
Multimedia (Vision) - Use pictures to create short simple animations (yr 1) Stop motion animation (2 lessons)	Computing Science (2/3 Lessons) - Understand that the order of instructions in an algorithm is important (yr 2) - Understand that instructions in an algorithm need to be clear and unambiguous (yr 2) - Evaluate the success of an algorithm or program (yr 2) - Identify and correct errors in a given algorithm or program (debugging) (yr 2) Coding – Knock Knock (2/3 LESSONS)	Multimedia (Sound and Vision) - To be able to create a short video using filters, transitions and the trimming tool (yr 3) - Use pictures to create a more substantial animation. (yr 3) Video editing (2 lessons) Stop animation (2 lessons)	Computing Science (3 LESSONS) - Use repetition to make programs more efficient (yr 4) - Use forever loops in a program (yr 4) - Create a program using a range of events/inputs to control what happens (yr 4) - Decompose a problem and create a solution for each step (yr 4) http://code-it.co.uk/wp-content/uploads/2019/06/toygiveawayPLAN.pdf (PLAN – Links inside)	Multimedia (Sound and Vision) - To be able to edit videos to include titles, voiceovers, volume boosting and to amend speed where necessary. - To be able to edit videos using the green screen. Video editing (2/3 lessons) Green Screen editing (1 lesson)	Multimedia (Sound and Vision) - To create and edit an independent video project (yr 6) Computing Science (3 LESSONS) - Recognise variables in a program (yr 6) - Create simple variables, e.g. to keep score or remove lives in a game (yr 6) - Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done” (yr 6) http://code-it.co.uk/wp-content/uploads/2019/05/NestedLoopsProcedurePlan.pdf (PLAN – Including links)	

FEDERATION COVERAGE – SUMMER I

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Sum 1	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/year-one/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Copyright and Ownership (https://projectevolve.co.uk/toolkit/years/year-one/copyright-and-ownership/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/year-two/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p> <p>Copyright and Ownership (https://projectevolve.co.uk/toolkit/years/year-two/copyright-and-ownership/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/year-three/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p> <p>Copyright and Ownership (https://projectevolve.co.uk/toolkit/years/year-three/copyright-and-ownership/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/4/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p> <p>Copyright and Ownership (https://projectevolve.co.uk/toolkit/years/4/copyright-and-ownership/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/5/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p> <p>Copyright and Ownership (https://projectevolve.co.uk/toolkit/years/5/copyright-and-ownership/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN.</p>	<p>E-Safety x 2 LESSONS</p> <p>Privacy and Security (https://projectevolve.co.uk/toolkit/years/6/privacy-and-security/) LOOK TO COVER ALL TARGETS IN ONE LESSON THE BEST YOU CAN. YOU MAY NEED TO TACKLE SOME TARGETS IN SUM 2</p> <p>Copyright and Ownership (COMING SOON)</p>
	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Identify and list the steps of a known task in order (yr 1) - Understand that we control computers by giving them instructions (yr 1) - Create a simple program e.g. to control a sprite (yr 1) - Understand what an algorithm is (yr 1) - Create a simple algorithm (yr 1) - Identify and explain patterns in groups of objects (yr 1) - Debug an error in a simple algorithm or program e.g. in Scratch Jr (yr 1) - Predict the outcome of a simple algorithm or program (yr 1) - Understand that computers have no intelligence and we have to program them to do things (yr 1) <p>- Coding - (1 LESSON) https://barefootcas.org.uk/barefoot-primary-computing-resources/computational-thinking-approaches/tinkering/ks1-activity-scratch-jr-junior-tinkering/</p> <p>Coding – Travelling – (2 LESSONS) http://code-it.co.uk/scratchjrtavelling</p>	<p>Multimedia (Vision)</p> <ul style="list-style-type: none"> - Create a short video joining 2 or more clips together (yr 2) - Introduce how a green screen can be used for pictures and video (yr 2) <p>Green Screen Video (2/3 lessons)</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Understand that we can decompose a problem into smaller steps to make it simpler (yr 3) - Remix and change an existing program (yr 3) - Predict the outcome of a program, e.g. Scratch (yr 3) <p>http://code-it.co.uk/wp-content/uploads/2019/10/exploringsequencePLANalt.pdf (PLAN – Links inside)</p>	<p>Multimedia (Sound and Vision)</p> <ul style="list-style-type: none"> - To be able to use sound effects, soundtracks and titles when editing videos (yr 4) <p>Video editing (3 lessons)</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Recognise that different solutions exist for the same problem (yr 5) - Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5) - Use two-way selection, i.e. if... then... else... (yr 5) - Create programs including repeat until loops (yr 5) - Understand the difference between and use if... then... and if... then... else... statements (yr 5) <p>http://code-it.co.uk/wp-content/uploads/2019/09/wizardschoicesPLAN.pdf (PLAN – Links inside)</p>	<p>Video editing (3 lessons)</p> <ul style="list-style-type: none"> - To create and edit an independent video project (yr 6) <p>– Set the children a creative challenge (linked to the topic if possible) where they need to create a video for a specific purpose (advertise something, how to video etc) They would continue to use iMovie to edit them (Green screen if needed) and they can then be exported to the cameral roll when created and saved onto the Google Drive (children can be reminded how to do this themselves)</p>

FEDERATION COVERAGE – SUMMER 2

<p>Sum 2</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication</p> <ul style="list-style-type: none"> - Understand that you can edit and change digital content (yr 1) - Select basic options to change the appearance of digital content (yr 1) - Combine media with support to present information, e.g. text and images (yr 1) - Apply edits to digital content to achieve a particular effect (yr 1) <p>POWERPOINT (2 LESSONS)</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication</p> <ul style="list-style-type: none"> - Plan out digital content (yr 2) - Present ideas and information by combining media independently (yr 2) - Talk about what makes digital content good or bad (yr 2) - Edit digital content to improve it (yr 2) <p>WORD (2 LESSONS)</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication</p> <ul style="list-style-type: none"> - Know how to copy text and images into a another document (yr 3) - Edit existing media to make new content with an awareness of copyright (yr 3) - Evaluate existing and their own digital content (yr 3) - Edit digital content to improve it according to feedback (yr 3) <p>WORD (2 LESSONS)</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication</p> <ul style="list-style-type: none"> - Design and create digital content for a specific purpose (yr 4) - Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 (yr 4) - Collect, organise and present information effectively using a range of media (yr 4) - Use a range of tools to edit and enhance media for a particular effect (yr 4) <p>GOOGLE SLIDES (2 LESSONS)</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication (Presentation) –</p> <ul style="list-style-type: none"> - Identify and use appropriate hardware and software to fulfil a specific task (yr 5) - Remix and edit a range of existing and their own media to create content (yr 5) - Recognise the audience when designing and creating digital content (yr 5) - Understand the benefits of using technology to collaborate with others (yr 5) <p>GOOGLE SLIDES (2 LESSONS)</p>	<p>E-Safety x 2 repeat two of the areas judged to need further work.</p> <p>Communication</p> <ul style="list-style-type: none"> - Identify success criteria for creating digital content for a given purpose and audience (yr 6) - Evaluate their own content against success criteria and make improvements accordingly (yr 6) <p>WORD (2 Lessons)</p>
<p>Computing Science (2 LESSONS)</p> <ul style="list-style-type: none"> - Identify and list the steps of a known task in order (yr 1) - Understand that we control computers by giving them instructions (yr 1) - Create a simple program e.g. to control a sprite (yr 1) - Understand what an algorithm is (yr 1) - Create a simple algorithm (yr 1) - Identify and explain patterns in groups of objects (yr 1) - Debug an error in a simple algorithm or program e.g. in Scratch Jr (yr 1) - Predict the outcome of a simple algorithm or program (yr 1) - Understand that computers have no intelligence and we have to program them to do things (yr 1) <p>Coding – Dancing - http://code-it.co.uk/scratchjrdance</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Understand that the order of instructions in an algorithm is important (yr 2) - Understand that instructions in an algorithm need to be clear and unambiguous (yr 2) - Evaluate the success of an algorithm or program (yr 2) - Identify and correct errors in a given algorithm or program (debugging) (yr 2) <p>Barefoot Coding – Scratch Tinkering Activity - https://barefootcas.org.uk/barefoot-primary-computing-resources/computational-thinking-approaches/tinkering/key-stage-1-2-activity-scratch-tinkering/</p> <p>Coding –Magic Carpet http://code-it.co.uk/carpet</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Understand that we can decompose a problem into smaller steps to make it simpler (yr 3) - Remix and change an existing program (yr 3) - Predict the outcome of a program, e.g. Scratch (yr 3) - Use diagrams to represent an algorithm, e.g. a flowchart (yr 3) <p>http://code-it.co.uk/wp-content/uploads/2020/04/sequenceandinputsPLAN.pdf (PLAN – Including links)</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Use repetition to make programs more efficient (yr 4) - Use forever loops in a program (yr 4) - Create a program using a range of events/inputs to control what happens (yr 4) - Decompose a problem and create a solution for each step (yr 4) <p>http://code-it.co.uk/wp-content/uploads/2019/06/continuuosloopsgamePLAN.pdf (PLAN – Including links)</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Recognise that different solutions exist for the same problem (yr 5) - Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5) - Use two-way selection, i.e. if... then... else... (yr 5) - Create programs including repeat until loops (yr 5) - Understand the difference between and use if... then... and if... then... else... statements (yr 5) <p>http://code-it.co.uk/wp-content/uploads/2019/06/conditionstatementsactionPLAN.pdf (PLAN)</p>	<p>Computing Science (3 LESSONS)</p> <ul style="list-style-type: none"> - Recognise variables in a program (yr 6) - Create simple variables, e.g. to keep score or remove lives in a game (yr 6) - Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done” (yr 6) <p>http://code-it.co.uk/wp-content/uploads/2019/06/ShapeVariablesPlan.pdf (PLAN – Including links)</p>	

A MORE DETAILED VERSION OF THE WHOLE FEDERATION COVERAGE



Acrobat
Document

PLANNING DOCUMENTS – MEDIUM TERM

All Planning Available At The Link Below (ALL TERMS)

<https://drive.google.com/drive/folders/1lc9s0-c-9Se0TdeH5z2KLCDmxg2Banb5>

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the computing subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key computing targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the computing curriculum and also challenge higher attaining pupils.

The assessment of computing is supported by the targets from the computing progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNICATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Performing to recognise dance movements and motifs (using appropriate choreography)		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about suitable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard shortcuts		Describe/ explain dance movements through a dance sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer facts about suitable artists', artists' and designers' work	
		Organise files effectively using folders (p. 1)		Confidence flexibility, techniques and movements in a dance sequence.		Describe/ explain my own responses to the concept of storytelling.		SKILLS	
		Use a range of software using appropriate shortcuts		Perform appropriately and with the required style in relation to the situation, e.g. using various levels, range of breathing and motifs.		Describe/ explain my own responses to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
		Design and create a document		Performing to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of sound patterns.		Digital movement and progression in drawing	
	DATA	Create a graph from a data (table/diagrams and appropriate)		Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of space.		Use a variety of tools and control the mood appropriately	
								Use key vocabulary	



FEDERATION CURRICULUM ASSESSMENT



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

	Computing INFORMATION TECHNOLOGY		PE DANCE	RE COMMUNCIATE		Art KNOWLEDGE	
		Use the keyboard confidently to type at a suitable pace	Progress to measure and modify using appropriate software		Describe/ explain my own progress in the context of belonging.		Give detailed observations about suitable artists', artists' and designers' work;
	INFORMATION TECHNOLOGY - GENERAL	Use common keyboard shortcuts	Demonstrate chosen movements throughout a dance sequence.		Describe/ explain my own progress in the context of integration.		Offer facts about suitable artists', artists' and designers' work;
		Organise files effectively using folders (or S)	Complete flexible, techniques and movements to create a short sequence.		Describe/ explain my own progress in the context of stewardship.		SKILLS
		Operate a database using more complex queries	Move appropriately and with the required style in relation to the situation, eg. using various levels, ways of travelling and modifications.		Describe/ explain my own progress in the context of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching;
		Design and create a database	Progress to show a change of pace and timing in their movements.		Describe/ explain my own progress in the context of second place.		Draft movement and progression in drawing;
	DATA					DRAWING	
		Create a graph from a data (both databases and spreadsheets)	Use the space provided to his maximum potential.		Describe/ explain my own progress in the context of team.		Use a variety of tools and select the most appropriate;
							Use key vocabulary in



MONITORING AND EVALUATING

Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

COMPUTING IN EYFS

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

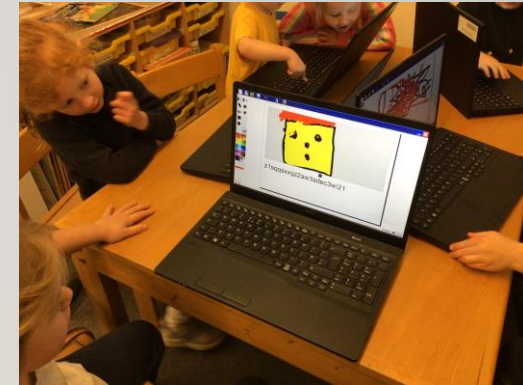
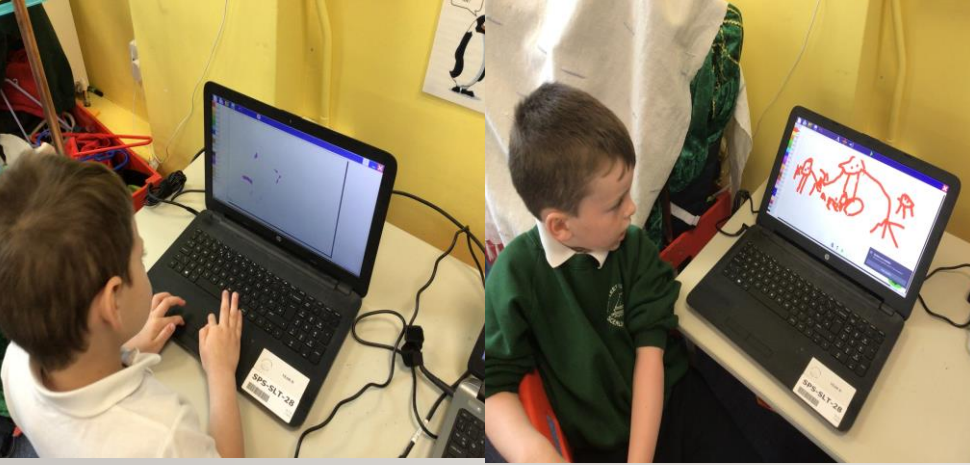
INFORMATION TECHNOLOGY - GENERAL



INFORMATION TECHNOLOGY - DATA



INFORMATION TECHNOLOGY - MULTIMEDIA



INFORMATION TECHNOLOGY - COMMUNICATION



COMPUTING SCIENCE



DIGITAL LITERACY – E-SAFETY



This half term we are exploring how to stay safe and have linked this to our ICT focus too. We have been discussing toys from the past and present and this led us to thinking about technology that we now use at home as toys. We discussed how we stay safe with toys like scooters (helmets), marbles and small toys like lego pieces (not putting in our mouths) etc and the children were surprised to hear that gadgets could pose them dangers too.

We unpicked dangers that we can see and dangers we can't see and explained to children that when using the Internet Stranger Danger is something we need to be aware of, even if we can't see the Stranger. We used Smartie the Penguin to consider problems/dangers we might face whilst on the internet and discussed solutions e.g. what happens if a scary or not nice picture pops up when we are playing a game? Are we allowed to play the same games as older people in the house? Why / why not?

We showed children pictures of different devices and asked them to see if they had them and/or used them at home. The children were surprised to learn that all the devices we showed could be connected to the internet and this led to children asking things like, 'What is the internet? How does it work?'

In class we are using school computers to explore the 2 Simple Software, with the aim of getting children more confident in switching on computers, navigating to and within a particular program and gaining independence to log off and switch off computers fully.



DIGITAL LITERACY – HOW A COMPUTER WORKS



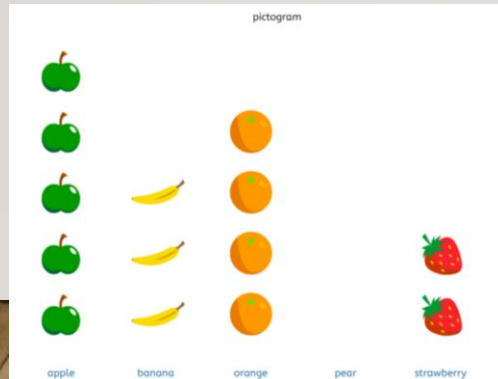
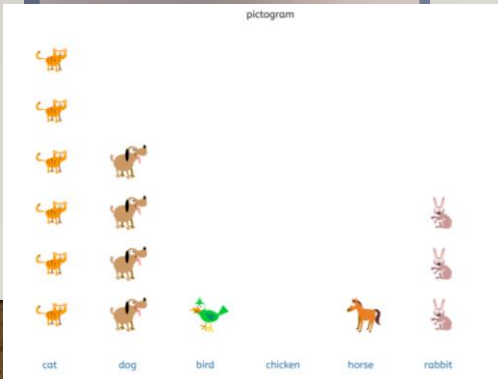
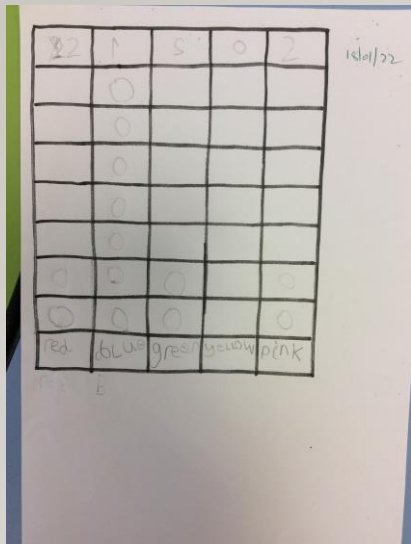
COMPUTING IN YEAR 1

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA

Yarmouth –

- Collect data on a topic (eye colour, pets etc.) (yr 1)
- Present data in a pictogram independently (yr 1)



INFORMATION TECHNOLOGY - MULTIMEDIA

Yarmouth -
- Use pictures to create short
simple animations (yr 1)

https://drive.google.com/drive/folders/1HN4H2iW80I_XYBBWC1_JFULwJHj0cvYFy

Video examples at this link

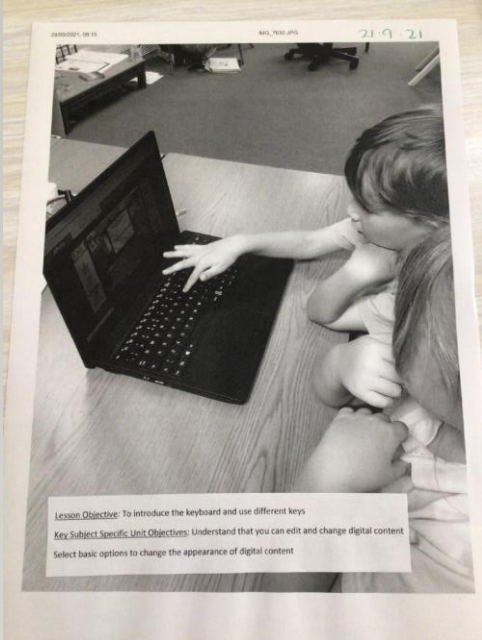
<https://drive.google.com/drive/folders/17nFYBDjv97C74ubiKOHoMuYkEuhqit-S>

Video examples at this link!

Yarmouth -
- Take pictures and videos on a
media device (yr 1)



INFORMATION TECHNOLOGY - COMMUNICATION



Shalfleet and Yarmouth - Understand that you can edit and change digital content (yr 1)

Yarmouth –

- Understand that you can edit and change digital content (yr 1)
- Combine media with support to present information, e.g. text and images (yr 1)
- Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard (yr 1)

https://drive.google.com/drive/folders/1MqVzOPG92h9nqL3K2IySOlqp_4tmAvLX

See documents that were created at this link

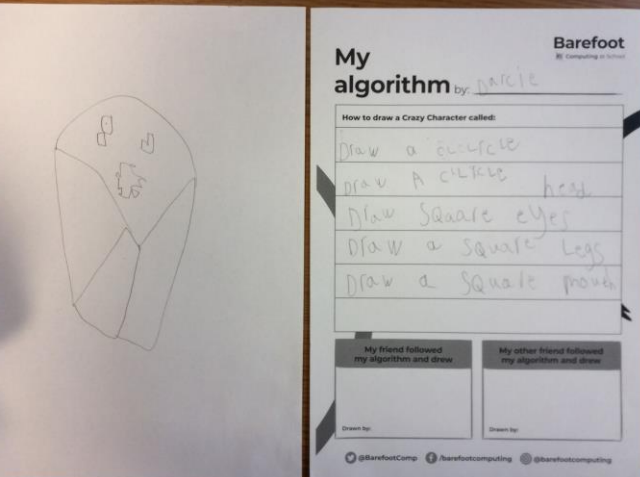


Microsoft
PowerPoint Presentat

Yarmouth –

- Understand that you can edit and change digital content (yr 1)
- Select basic options to change the appearance of digital content (yr 1)
- Combine media with support to present information, e.g. text and images (yr 1)

COMPUTING SCIENCE



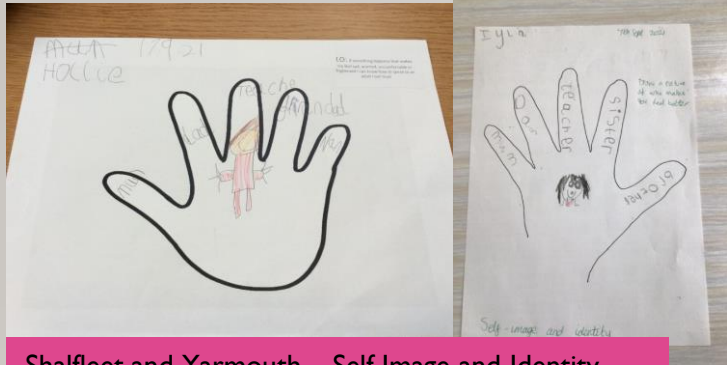
Yarmouth -
- Understand what an algorithm is (yr 1)
- Create a simple algorithm (yr 1)



Yarmouth -
- Identify and list the steps of a known task in order (yr 1)
- Understand that we control computers by giving them instructions (yr 1)
- Create a simple program e.g. to control a sprite (yr 1)
- Understand what an algorithm is (yr 1)
- Create a simple algorithm (yr 1)



DIGITAL LITERACY – E-SAFETY

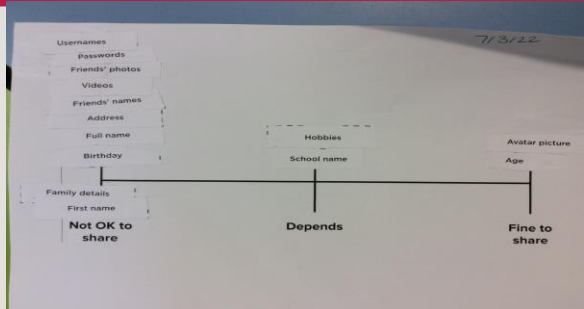


Shalfleet and Yarmouth – Self Image and Identity

- I can recognise that there may be people online who could make me feel sad, embarrassed or upset. (yr 1)
- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (yr 1)

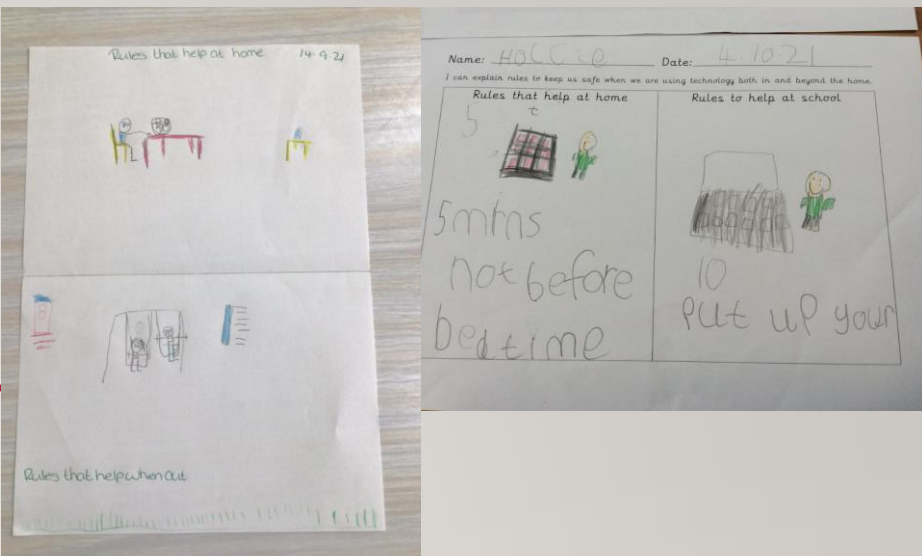
Yarmouth – Privacy and Security

- I can use the internet with adult support to communicate with people I know. (yr 1)
- I can explain why it is important to be considerate and kind to people online. (yr 1)



Yarmouth – Online Reputation

- Through discreet teaching I can recognise that information can stay online and could be copied. (yr 1)
- Through discreet teaching I can describe what information I should not put online without asking a trusted adult first. (yr 1)



Shalfleet and Yarmouth – Health, Well-being and Lifestyle

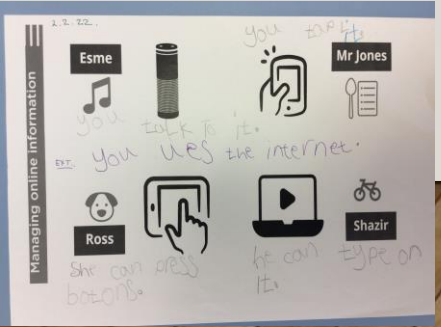
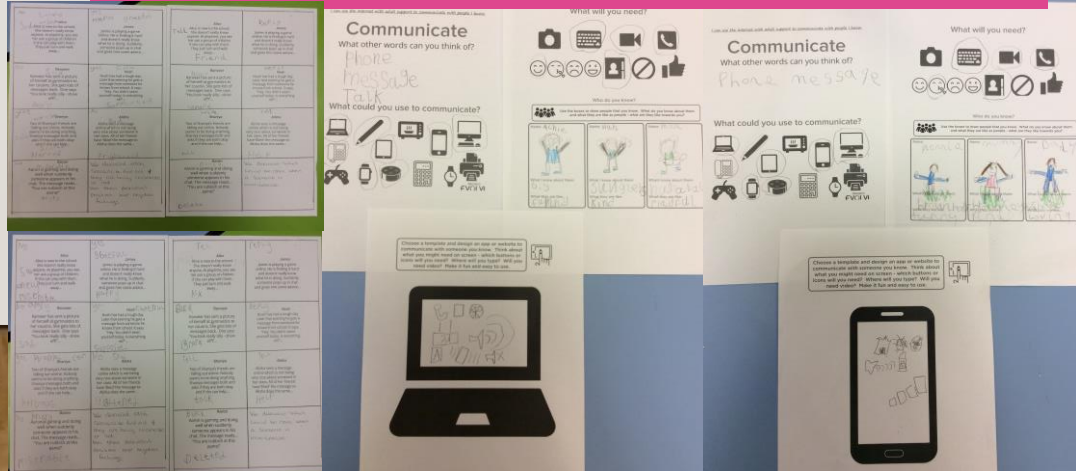
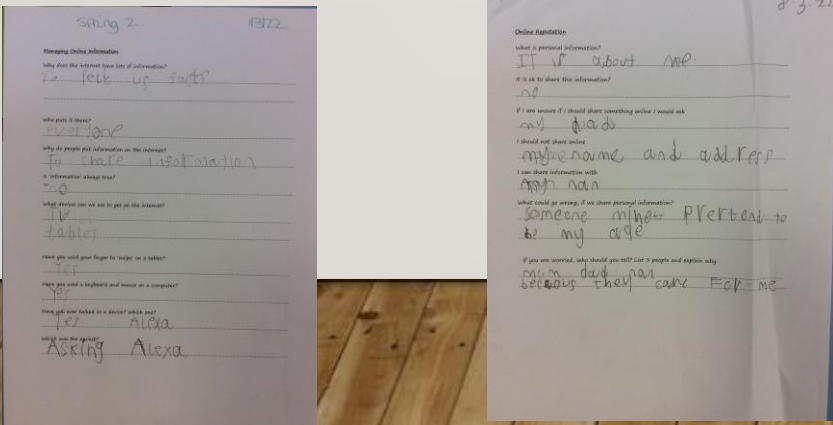
- I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules (yr 1)

Yarmouth – Online Relationships

- I can use the internet with adult support to communicate with people I know. (yr 1)
- I can explain why it is important to be considerate and kind to people online. (yr 1)

Yarmouth – Managing Online Information (Spr)

- I can use the internet to find things out. (yr 1)



DIGITAL LITERACY – E-SAFETY (CTD)

Copyright and Ownership

Early Years - 7

Tommy

What things belong to you at home?

5000 ball table + 5000 for 11 kit

EVOLVE

Copyright and Ownership

Early Years - 7

What things belong to you at school?

bag bag bag bag bag

EVOLVE

Copyright and Ownership

Early Years - 7

Whose is this?

Match the work to the owner.

My story By Olivia Once upon a time. Diya

By Simon

Olivia Lukas Diya Simon

projectevolve.co.uk

Copyright and Ownership

Early Years - 7

Whose is this?

Match the object to the owner.

Frederik Hana Jayden Amy

Jayden Amy Frederik Hana

projectevolve.co.uk

Copyright and Ownership

Early Years - 7

Tommy

If you draw a digital picture on the computer, who does it belong to?

me

EVOLVE

Copyright and Ownership

Early Years - 7

If I give a copy of my digital picture to my friend, do I still own it?

NO

MY friend

EVOLVE

Copyright and Ownership

Early Years - 7

Tommy

Which is better?

My Picture Sams Monday Workout Pics

Jack's Picture Jack's Pirate Picture

Charity's Work Charity's School Work Charity's River Work

EVOLVE

Tuesday 26th April - privacy and Security

Why do I need a password?

Good or bad password?

12345 dontcallmeup password Chelsea Lookbluegput unicorn kattperry andshewasit

Tuesday 26th April - privacy and Security

Personal Not personal

Name Town Hobbies Food Dislikes

Address Age Birthday Shoe size

3/5/22

Copyright and Ownership

Early Years - 7

Who can help me?

EVOLVE

3/5/22

Yarmouth – Privacy and Security

- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). (yr 1)
- I can explain why I should always ask a trusted adult before I share any information about myself online. (yr 1)
- I can explain how passwords can be used to protect information and devices. (yr 1)

Yarmouth – Privacy and Security

- I can explain why work I create using technology belongs to me. (yr 1)
- I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). (yr 1)
- I can save my work so that others know it belongs to me (e.g. filename, name on content). (yr 1)

DIGITAL LITERACY – HOW A COMPUTER WORKS



COMPUTING IN YEAR 2

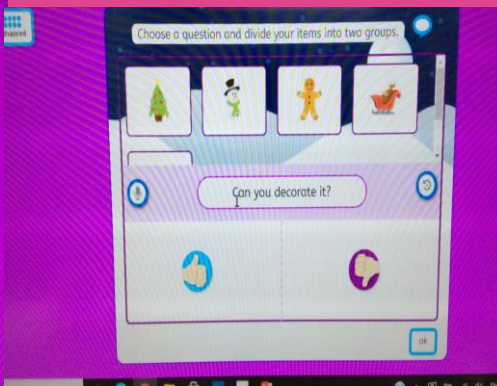
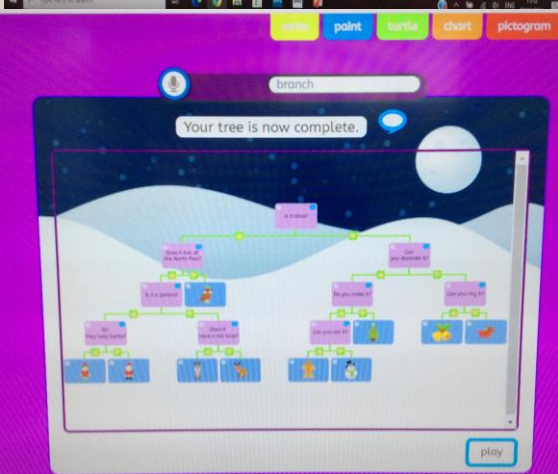
- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA



Shalfleet

- Identify an object by asking yes/no questions (yr 1)
- Recognise charts, tables or branching databases and understand why we use them (yr 1)
- Identify an object using a branching database (yr 1)
- Recognise an error in a branching database. (yr 1)



INFORMATION TECHNOLOGY - MULTIMEDIA



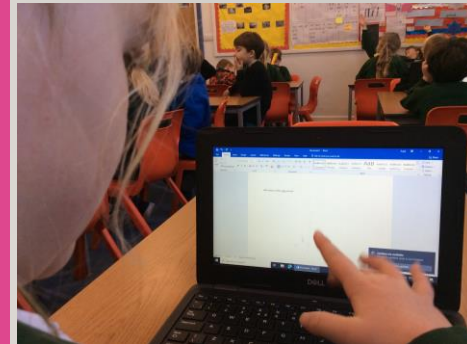
Shalfleet

- Select media (e.g. images, video, sound) to present information on a topic (yr 1)
- Take pictures and videos on a media device (yr 1)
- Use photo editing software to simply edit pictures taken (e.g. change filters) (yr 2)

INFORMATION TECHNOLOGY - COMMUNICATION

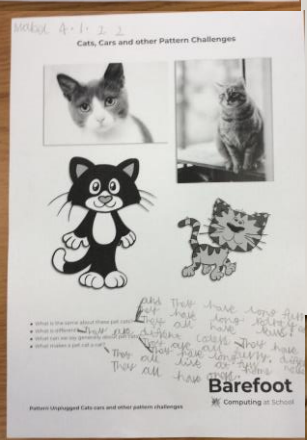
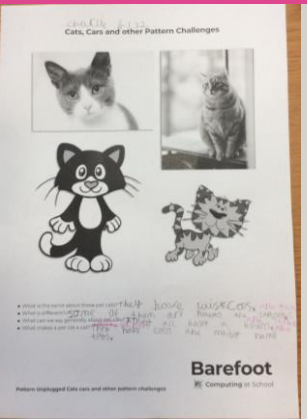
Shalfleet

- Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard (yr 1)
- Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen (yr 2)
- Know where to save and open work (yr 2)
- Understand that you can edit and change digital content (yr 1)

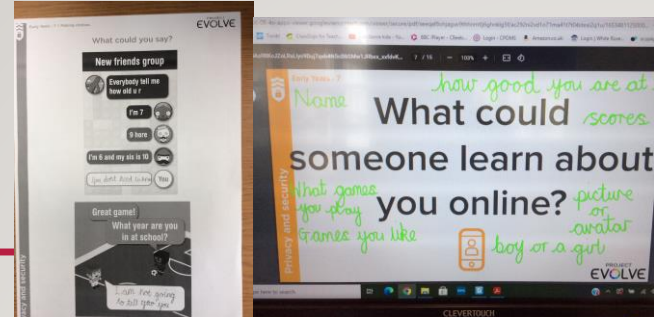
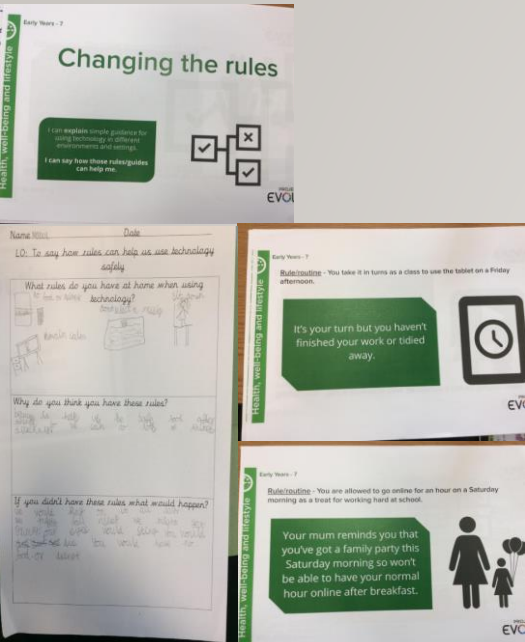


COMPUTING SCIENCE

Shalfleet
– Identify and explain patterns in groups of objects (yr 1)

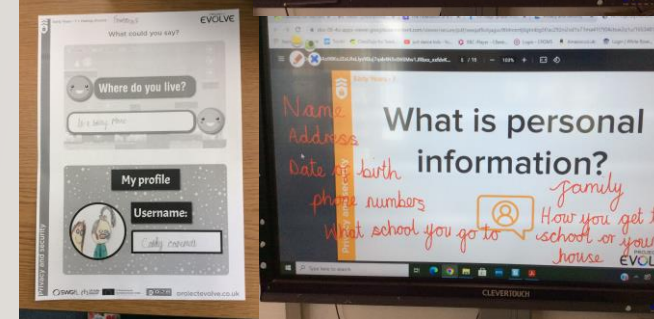


DIGITAL LITERACY – E-SAFETY



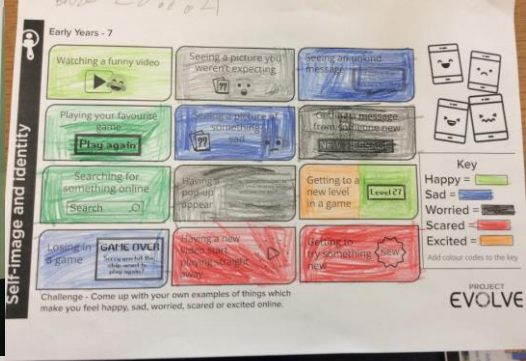
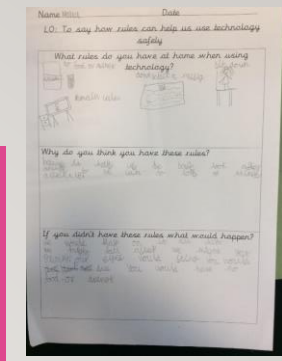
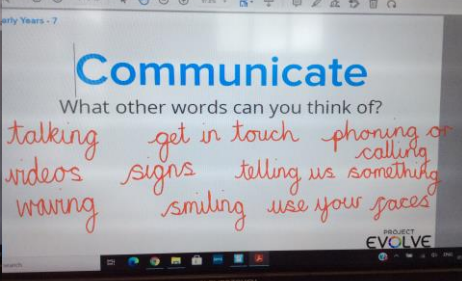
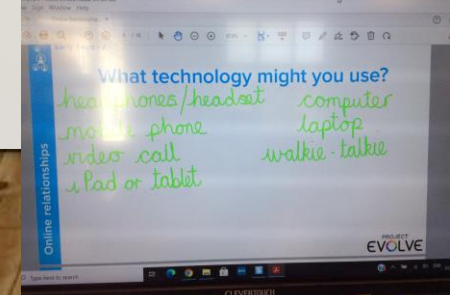
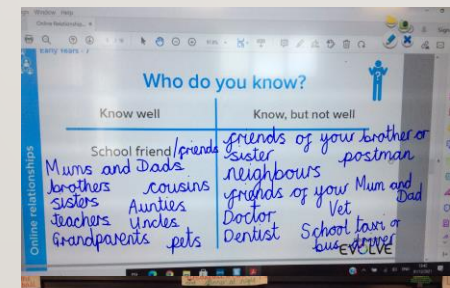
Shalfleet – Privacy and Security

- I can describe how online information about me could be seen by others. (yr 2)
- I can describe and explain some rules for keeping my information private. (yr 2)



Shalfleet – Online Relationships

- I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). (yr 2)
- I can give examples of how I might use technology to communicate with others I don't know well. (yr 2)

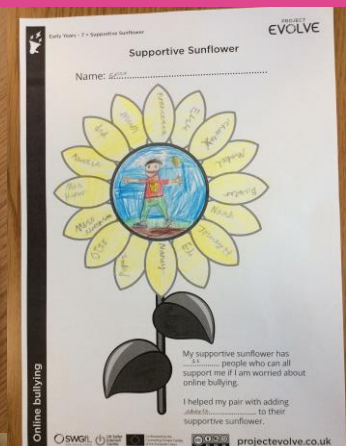
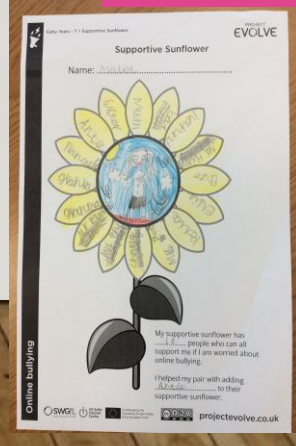


Shalfleet – Health, Well-being and Lifestyle

- I can explain simple guidance for using technology in different environments and settings. (yr 2)
- I can say how those rules/guides can help me. (yr 2)

Shalfleet – Online Bullying

- I understand how bullying can make someone feel. (yr 2)
- I can talk about how someone can/would get help about being bullied online or offline. (yr 2)



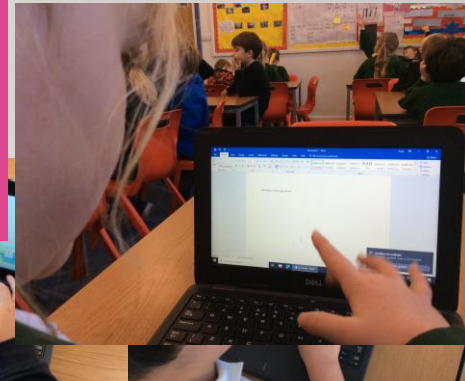
Shalfleet – Self Image and Identity

- I can explain how other people's identity online can be different to their identity in real life. (yr 2)
- I can describe ways in which people might make themselves look different online. (yr 2)
- I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (yr 2)

DIGITAL LITERACY – HOW A COMPUTER WORKS

Shalfleet

- Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard (yr 1)
- Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen (yr 2)



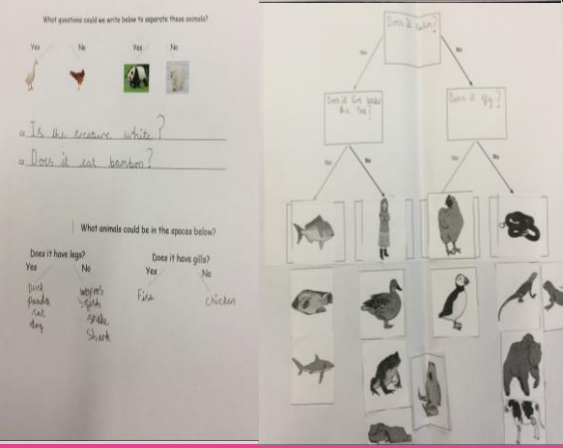
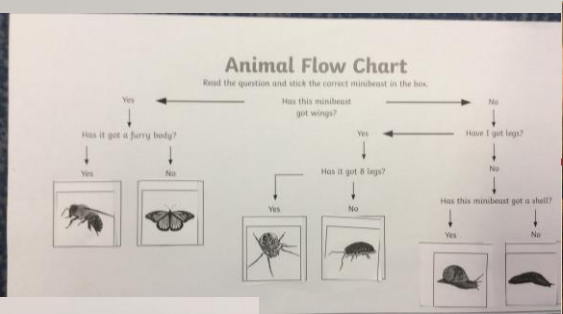
- Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen (yr 2)



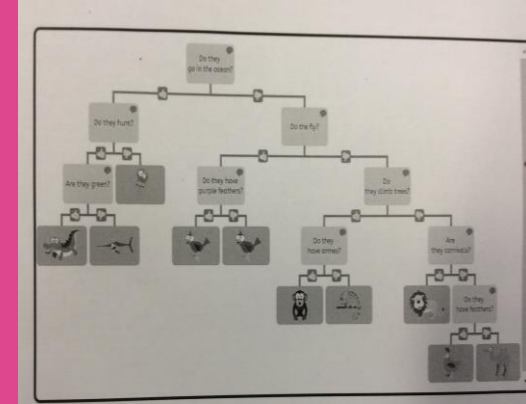
COMPUTING IN YEAR 3

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA



- Shalfleet**
- Create a branching database using pre-prepared images and questions (yr 2)
 - Independently plan out and create a branching database (yr 2)
 - Evaluate a given branching database and suggest improvements (yr 2)
 - Understand that the questions you ask are important, when collecting data (yr 2)



Emilia 12.1.22

L.O. To present findings to a research question within a bar chart.

What is your favourite character in Ennui?
Are you a boy or a girl?

What colour is the most popular in the class?
What colour is the least popular in the class?
Which two colours have the equal amount of votes?

Blue is the most popular colour in the class.
Yellow and Purple are the least popular.
Yellow and Purple are voted the same.

my question - What's your favourite book?

book	votes
A Secret Garden	1
B Peter Pan	0
C Dog Man	1
D Matilda	0
E The Famous Five	0
F Harry Potter	5

The most popular...
Harry Potter.

The least popular...
Peter Pan and Famous Five.

I also noticed...
That three of them are the same.

Write your own question to ask a friend about your class.
How many votes did E get?

- Shalfleet**
- Appreciate that different programs work with different types of data, e.g. text, number (yr 3)
 - Know that there is a difference between data and information (yr 3)
 - Understand the benefits of using a computer to create charts and databases (yr 3)

L.O. To collect and record data using ICT.

What is the favourite ice cream flavour in Star class?

The most popular ice cream is that which is strawberry.

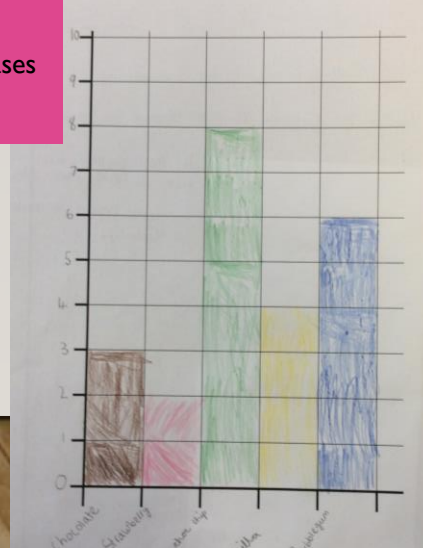
The least popular ice cream is chocolate.

Emilia

chart

Ice cream	number
chocolate	3
strawberry	2
mint chocolate chip	8
vanilla	4
bubblegum	6

Emilia Bushnell





Shalfleet - Use photo editing software to simply edit pictures taken (e.g. change filters) (yr 2)

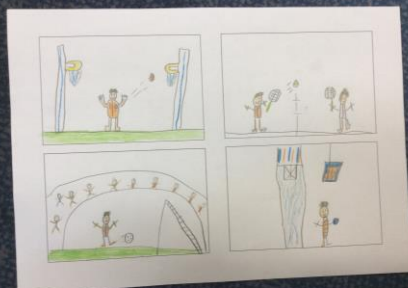
INFORMATION TECHNOLOGY - MULTIMEDIA



See video at this link:
<https://drive.google.com/drive/u/0/folders/1O1TidnAAce7cJG6qOHHxbZIMketGth5O>

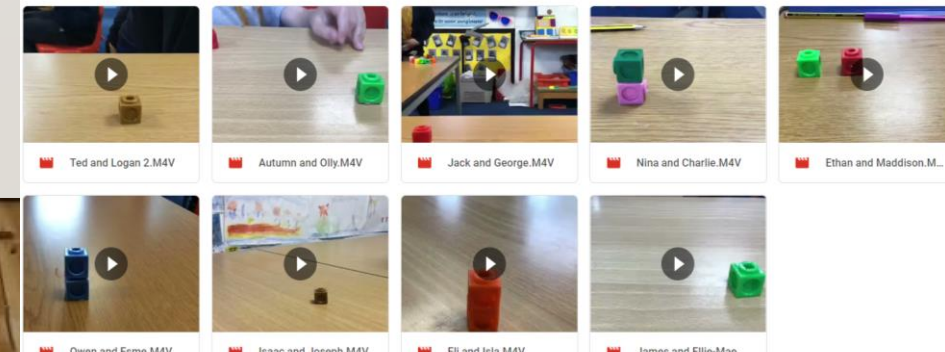


Shalfleet - Create a short video joining 2 or more clips together (yr 2)
- Find out similar information in different formats, e.g. text, video, audio (yr 2)
- Introduce how a green screen can be used for pictures and video (yr 2)



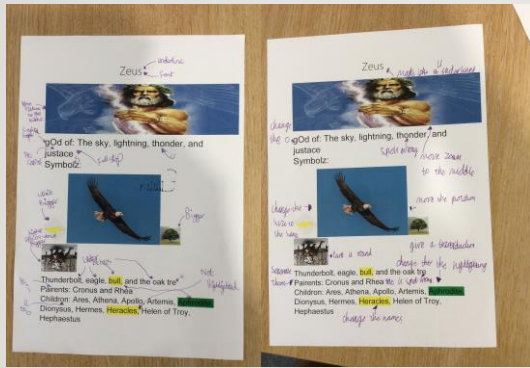
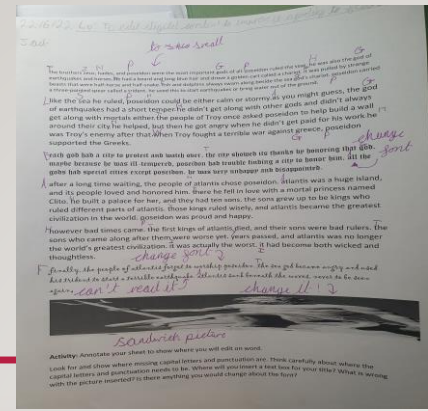
Yarmouth - Use pictures to create a more substantial animation. (yr 3)

https://drive.google.com/drive/u/0/folders/1lko3EOJ43-13xwDwkutI_y9iwxgilsoC



Yarmouth and Shalfleet –
 - Edit existing media to make new content with an awareness of copyright (yr 3)

- Evaluate existing and their own digital content (yr 3)
 - Edit digital content to improve it according to feedback (yr 3)



INFORMATION TECHNOLOGY - COMMUNICATION



Microsoft Word Document



Microsoft Word Document

Yarmouth - Know how to copy text and images into a another document (yr 3)



Microsoft Word Document



Microsoft Word Document



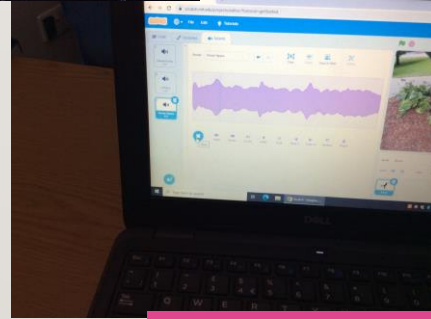
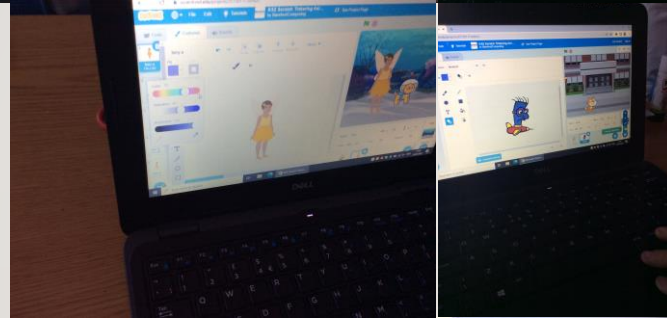
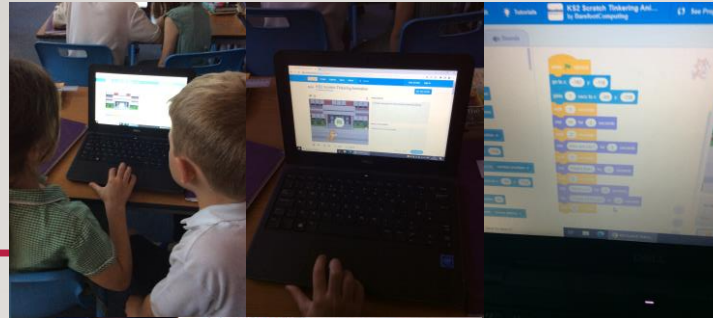
Microsoft Word Document



Microsoft Word Document

Yarmouth –
 - Know how to copy text and images into a another document (yr 3)

COMPUTING SCIENCE



Modified PRIMM code Page 2
You will need a partner and to load exploring sequence in Scratch

Code-It Gold Resource
Name: Laura

Run Challenges (start the code, can you work out how? Look at the top curved block)

What does the **yellow** code draw? triangle
 What does the **blue** code draw? rectangle
 What does the **purple** code draw? rectangle

Modify Challenges (explain what you changed on the sheet)

Can you modify the code so that the **blue** code starts using a green flag block? Write and say what you changed. Go to stage and click the green flag icon and then click the blue code

Can you modify the code so that the **purple** code starts using a different key on the keyboard? Write and say what you changed. Press the arrow and change the key

Can you modify the code so that the **blue** code draws a larger shape? Write and say what you changed.

Can you modify the code so that the **yellow** code draws a smaller shape? Write and say what you changed.

Harder Modify Challenge

Can you modify the code so that the **purple** code shape draws a longer shape that is not any wider? Write and say what you changed.

Code-It Gold Resource
Investigate (start here)
Have a look at the three code sections on the right. Read the yellow code with your partner starting at the top.
Answer these questions below

Yellow Questions
How far does it move at any one time? 40 steps
Does it turn right or left? right
How much does it turn at any one time? 90 degrees

Blue Questions (read blue code)
What happens straight away after the key press starts? Pen down
What happens right at the end? Pen up

Purple Questions (read purple code)
Write down both movement distances: 30 steps 50 steps
How many times does it turn? 4 times

Sequence & Inputs

Ladybug March Game
USE MODIFY CREATE Page 1
PREDICT Scratch 3 Page 1

Play the game a few times. Start it with the green flag.
USE (Run the programs lots of times but don't change the code)

Look at the code inside the Ladybug
Ladybug Sprite Questions
1. What key will point the ladybug 30 degrees? down arrow
2. What key will move the Ladybug 5 steps and change her costume? space bar
3. What direction will the Ladybug point in when the up arrow key is pressed? (up, down, right or left) up

Look at the code inside the Apple
Apple Sprite Questions
4. What size (%) is the apple set to? 50
5. Which costume is run first? A green apple
6. What code makes the costume change from applewhole to applehalf? will only change when
7. For how many seconds does the program show the applehalf costume before hiding? 1

Now mark your work using the answer sheet

Name: Jack 15/11/22

Shalfleet

- Understand that the order of instructions in an algorithm is important (yr 2)
- Understand that instructions in an algorithm need to be clear and unambiguous (yr 2)
- Evaluate the success of an algorithm or program (yr 2)
- Identify and correct errors in a given algorithm or program (debugging) (yr 2)

Shalfleet

- Understand that the order of instructions in an algorithm is important (yr 2)
- Understand that instructions in an algorithm need to be clear and unambiguous (yr 2)
- Evaluate the success of an algorithm or program (debugging) (yr 2)

Yarmouth

- Understand that the order of instructions in an algorithm is important (yr 2)
- Understand that instructions in an algorithm need to be clear and unambiguous (yr 2)
- Evaluate the success of an algorithm or program (yr 2)
- Identify and correct errors in a given algorithm or program (debugging) (yr 2)

My algorithm by: Emilia

How to draw a Crazy Character called:

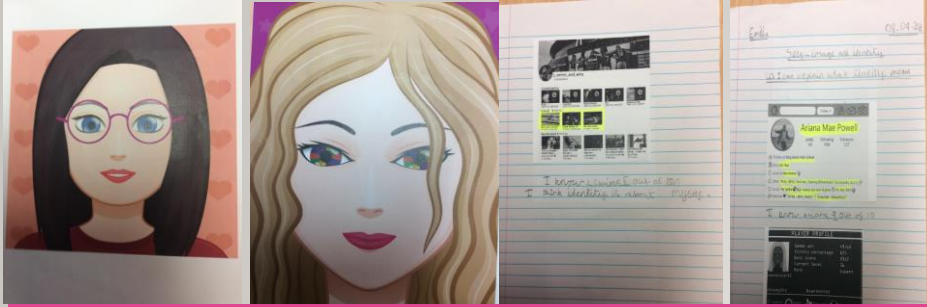
- Draw a triangle Δ
- Add 5 eyes like mine eyes and three angry ☹
- Add a small necklace 👑
- Add hair 👩
- Add a big nose 👃
- Add legs and hands 👋👉

My friend followed my algorithm and drew
Drawn by: Emily

My other friend followed my algorithm and drew
Drawn by: George

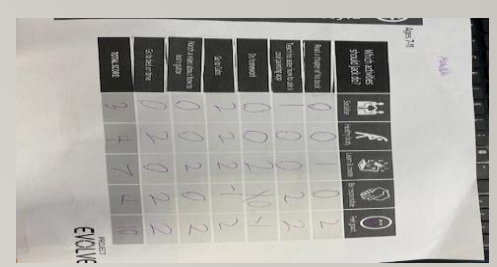
@BarefootComp | @barefootcomputing | @barefootcomputing

DIGITAL LITERACY – E-SAFETY



Shalfleet – Privacy and Security

- I understand and can give reasons why passwords are important. (yr 3)
- I can describe simple strategies for creating and keeping passwords private. (yr 3)
- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. (yr 3)

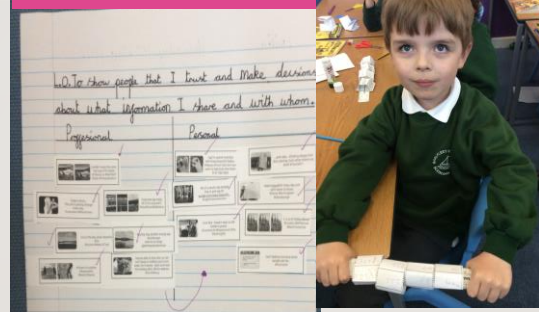


Yarmouth – Health, well-being and lifestyle

I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). (yr 3)

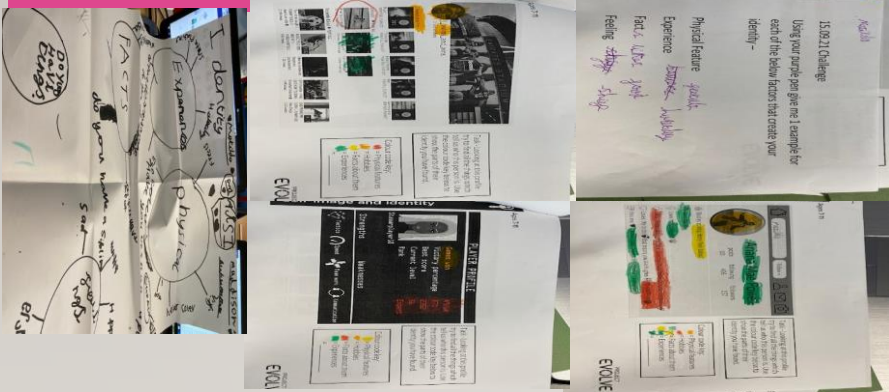
Shalfleet and Yarmouth – Self image and identity

- I can explain what is meant by the term 'identity'. (yr 3)
- I can explain how I can represent myself in different ways online. (yr 3)
- I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). (yr 3)



Shalfleet – Online Relationships

- I can explain some risks of communicating online with others I don't know well. (yr 3)
- I can explain why I should be careful who I trust online and what information I can trust them with. (yr 3)
- I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. (yr 3)
- I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. (yr 3)
- I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. (yr 3)



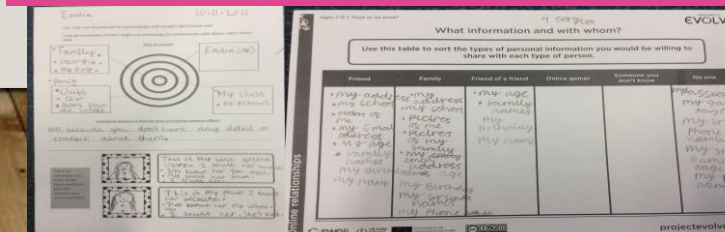
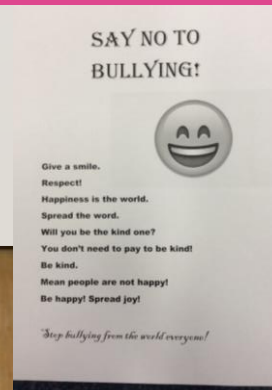
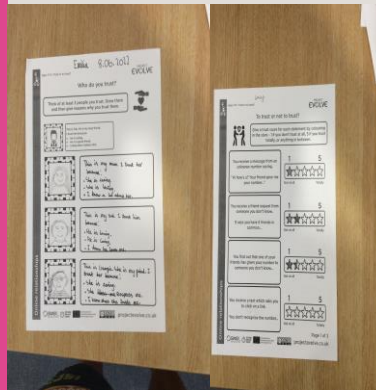
Shalfleet – Online Bullying

- I can explain what bullying is and can describe how people may bully others. (yr 3)
- I can describe rules about how to behave online and how I follow them. (yr 3)

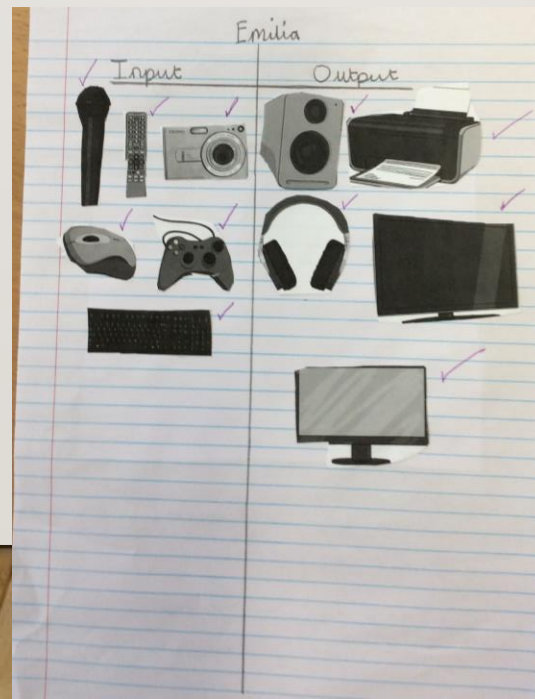


Shalfleet – Online Relationships

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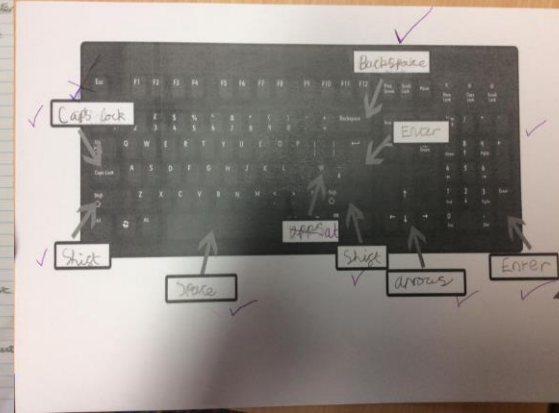
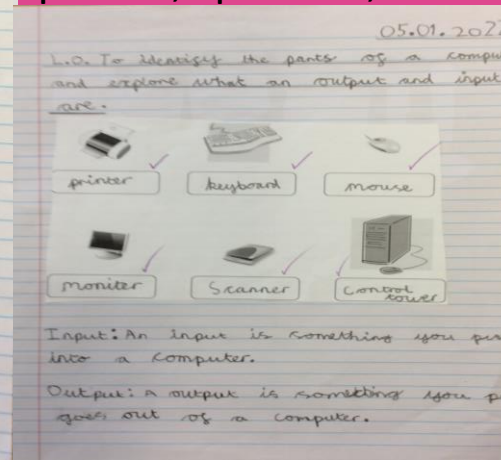


DIGITAL LITERACY – HOW A COMPUTER WORKS



Shalfleet –

- Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen (yr 2)
- Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen (yr 2)



COMPUTING IN YEAR 4

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA

Information Collection for Database 13.12.2021

Name	Colour	Month	Pet	House	Favorite
Macie	Gold	March	Puppy	Car	Crossant
Pehr					
Serene	Turquoise	March	Baby's dog	car	circus
Jacob	Blue	July	dog	car	coco
Olivia	Blue	March	dog	bus	Popo
Faye	Yellow	December	cat	fridge	toast
Sophie	blue	August	dog	car	Pancakes
Joey	Blue	June	dog	walk	weekend
Summer					
Evangelina	Turquoise	March	cat/dog	fridge	coco
Maddie	Blue	May	sheep	car	None
Rosie	violet	June	None	car	smoothie
Scarlet	Violet	April	Dogs	car	Fry up
Roman	Red	April	Dog	car	vegetables
Dylan	Blue	September	fish	car	cat
Harrison	black	october	dog	car	oreo
Isla	turquoise	sep	dog	car	chocolate waffles
Harry	blue	June	fish	car	crave
Rileigh	Red	July	Dog	car	None
MISW	Green	May	cat	car	Fry up

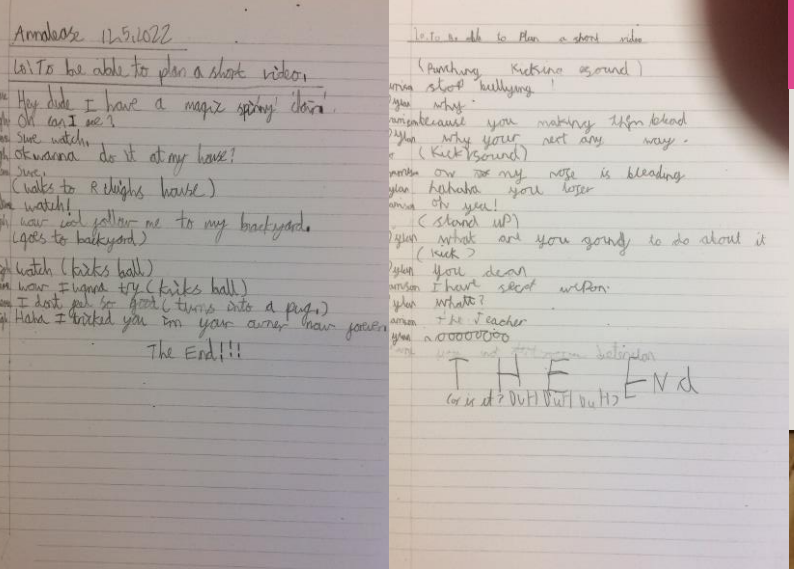
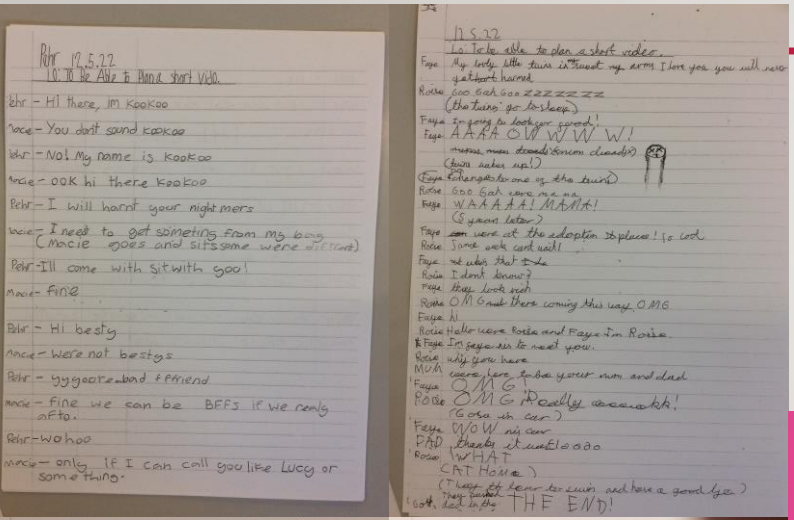
Yarmouth

- Enter data into a database package and test (yr 4)
- Draw conclusions from information stored in a database, table or chart (yr 4)
- Present data in a number of different ways to convey information (yr 4)



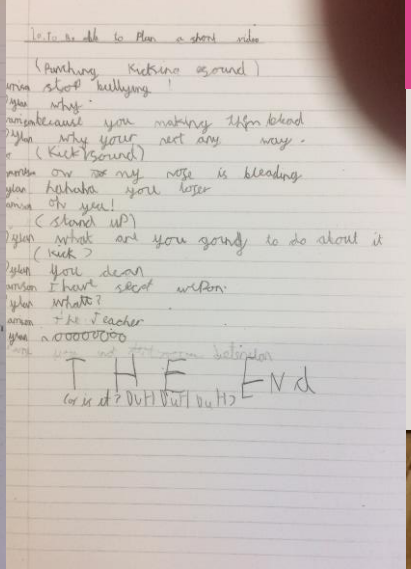
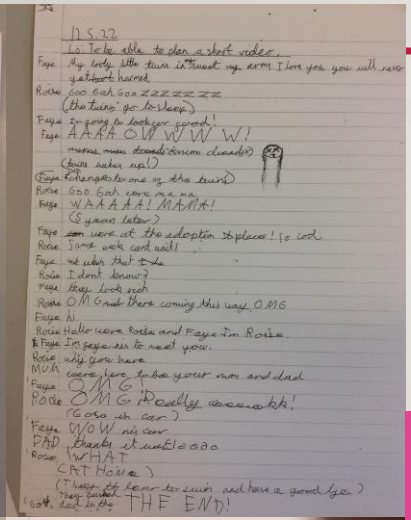
J2E Evidence

INFORMATION TECHNOLOGY - MULTIMEDIA



See the videos at this link:
<https://drive.google.com/drive/u/0/folders/11Bro3laPHz1-7cNymxC2jV6NrBPbAf2C>

Yarmouth
 - To be able to use sound effects, soundtracks and titles when editing videos (yr 4)



INFORMATION TECHNOLOGY - COMMUNICATION



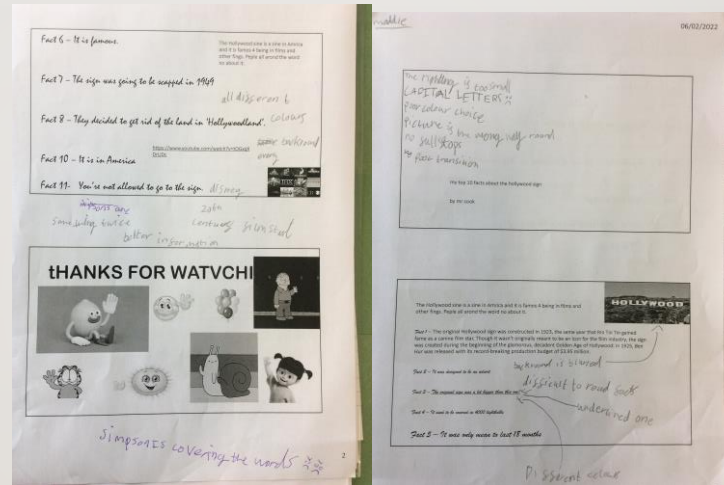
Rainforest Info
Text



Rainforest Info
Text 2



Remembrance
Day



Yarmouth

- Know how to copy text and images into a another document (yr 3)
- Design and create digital content for a specific purpose (yr 4)
- Use a range of tools to edit and enhance media for a particular effect (yr 4)

Yarmouth (Spr)

- Evaluate existing and their own digital content (yr 3)

COMPUTING SCIENCE

Helicopter Game PRIMA Page 1
Continuous Loops Focus

Work with a partner

Helicopter Code

- How many different costumes will code block A show once the green flag has been clicked? **3**
- What code blocks are inside the continuous loop in code block B? **pen down, move 100 pixels, move 100 pixels, and move 100 pixels**
- How many continuous loops are in all the helicopter code above? **2**
- How many seconds will code block D run once the green flag is clicked? **2.5**
- How long does it take for the pen to change from grey to black? **2.5 seconds**

Match the code block to the correct prediction. The first one has been done for you. Read the main program code sections. At A-D show from top to bottom. Beware there are two false predictions which don't match any code above!

D	C	B	A
Use the code block to make the helicopter move 100 pixels up and 100 pixels left.	Use the code block to make the helicopter move 100 pixels up and 100 pixels right.	Use the code block to make the helicopter move 100 pixels down and 100 pixels left.	Use the code block to make the helicopter move 100 pixels down and 100 pixels right.

Name: S. WARD

Helicopter Game PRIMA Page 2
Continuous Loops Focus

Work with a partner

Run code
 The helicopter game is done. Did you predict the outcome?

Mark your reading code and prediction matches on page 1 using the answer sheet

Investigate! Draw the program flow of lines but don't change the code!

Look at the code inside the Helicopter Sprite Questions

- What are 3 positions where the helicopter can sit? **Y=0, Y=15, Y=30**
- What is a position where the helicopter can't sit? **Y=45**
- How many times will the helicopter turn right 72 degrees? **5 times**
- What happens when the helicopter reaches the bottom? **it starts on helicopter**

Pen and Paper Questions

- How long is a pattern for once the game starts? **6 seconds**
- What happens when the helicopter reaches the bottom? **it starts on helicopter**
- How long is a pattern for once the game starts? **6 seconds**
- What happens when the helicopter reaches the bottom? **it starts on helicopter**

Open Scratch and load loops
 Were your predictions correct?
 Now mark this sheet using the answer sheet

Name: S. WARD

Exploring Loops PRIMA Code Page 1
Code-It Gold Resource

Work with a partner

Investigate the Planning

- Draw a circle around the commands that are inside the yellow program loop.
- How many times will the pink program turn right 72 degrees? **5 times**
- How many times will the yellow program pass? **4 times**

Predict
 Read the code carefully from top to bottom.
 Draw or write what you think you think it will do when you run it.

Open Scratch and load loops
 Were your predictions correct?
 Now mark this sheet using the answer sheet

Exploring Loops PRIMA Code Page 2
Code-It Gold Resource

Work with a partner

Modify! Make small changes to answer the questions!

- Make the square larger. Describe what you changed. **to make it square, I added 400 pixels to make it 1000 pixels**
- Make the triangle larger. Describe what you changed. **to make it larger, I added 100 pixels to make it 200 pixels**
- Make the hexagon smaller. Describe what you changed. **to make it smaller, I added 100 pixels to make it 100 pixels**
- Make the pentagon only show four sides. Describe what you changed. **to make it show 4 sides, I added 100 pixels to make it 100 pixels**
- Draw a three sided shape where the base does not lie on the x-axis. Describe what you changed. **to make it show 3 sides, I added 100 pixels to make it 100 pixels**

Modify! Make bigger changes that might involve adding extra things!

- Make the square draw the lines using a different colour. Describe what you did. **change the colour to red, not the regular one**
- Make the lines of the triangle thicker. What did you add and where did you add it? **add a pen down block, not change pen size by block**
- Make each shape only fill the color what its name is after it has drawn itself. What did you add and where did you add it? **add a fill color block, not change fill color by block**
- Make the square play a note after each line is drawn. What did you add and where did you add it? **add a play note block, not change note by block**

Mark your work using the answer sheet

Exploring Loops PRIMA Code Page 3
Code-It Gold Resource

Work with a partner

Investigate the Planning

- Draw a circle around the commands that are inside the yellow program loop of the code.
- How many times will the pink program turn right 72 degrees? **5 times**
- How many times will the yellow program pass? **once it runs**

Predict
 Read the code carefully from top to bottom.
 Draw or write what you think you think it will do when you run it.

Open Scratch and load loops
 Were your predictions correct?
 Now mark this sheet using the answer sheet

Exploring Loops PRIMA Code Page 4
Code-It Gold Resource

Work with a partner

Make Challenges! Start at the last!

Challenge 1
 Program: make shapes using 100 pixels to help you.

Challenge 2
 Program: make shapes using 100 pixels to help you.

Challenge 3
 Use a starting block, one counted loop, pen up, pen down, turn right or left and move blocks.

Challenge 4
 Create your own shape challenge.

Yarmouth and Shalfleet

- Use repetition to make programs more efficient (yr 4)
- Use forever loops in a program (yr 4)

challenge 4.sb3

challenge 4.sb3

Exploring Loops PRIMA Code Page 1
Code-It Gold Resource

Work with a partner

Modify! Make small changes to answer the questions!

- Make the triangle larger. Describe what you changed. **add more steps**
- Make the hexagon larger. Describe what you changed. **add more steps**
- Draw a three sided shape where the base does not lie on the x-axis. Describe what you changed. **add more steps**
- Make the pentagon only show four sides. Describe what you changed. **add more steps**
- Draw a three sided shape where the base does not lie on the x-axis. Describe what you changed. **add more steps**

Modify! Make bigger changes that might involve adding extra things!

- Make the square draw the lines using a different colour. Describe what you did. **change the colour to red, not the regular one**
- Make the lines of the triangle thicker. What did you add and where did you add it? **add a pen down block, not change pen size by block**
- Make each shape only fill the color what its name is after it has drawn itself. What did you add and where did you add it? **add a fill color block, not change fill color by block**
- Make the square play a note after each line is drawn. What did you add and where did you add it? **add a play note block, not change note by block**

Mark your work using the answer sheet

1. write the code in a specific program
2. Turn right at the end of the line
3. go forward
4. go turn right
5. walk through the door
6. Turn right
7. go forward 4 steps
8. Turn left
9. walk through the door
10. Turn right
11. go forward till you get to the playground
12. Turn right
13. Turn left
14. go forward
15. you have finished

Sequence to loop page 1
Code-It Gold Resource

You will need a pencil

Spotting patterns

Look at each program code
 Put a circle around the code that is repeated.
 The first one has been done for you.
 Write underneath how many times it is repeated.
 Write algorithms to turn the remaining sequences into loops underneath.

Pen down	Pen down	Pen down	Pen down	Pen down
Loop 8 times	Loop 3 times	Loop 5 times	Loop 7 times	Loop 9 times
Move forward 40	Turn right 90	Pen up	Pen up	Pen up
Pen up	Pen up	Pen up	Pen up	Pen up

Use the answer page to mark spotting patterns

Sequence to loop page 2
Code-It Gold Resource

Work on your own

Load sequences/loops

Convert the sequences into loops using your algorithms to help you.

Star Challenge
 Work on your own
 Use a starting block, one counted loop, pen up, pen down, turn right or left and move blocks.

Experiment to create as many rotating star patterns as you can.
 Can you complete your star evenly so that there is an equal distance between all points?
 Record good ideas here as algorithms

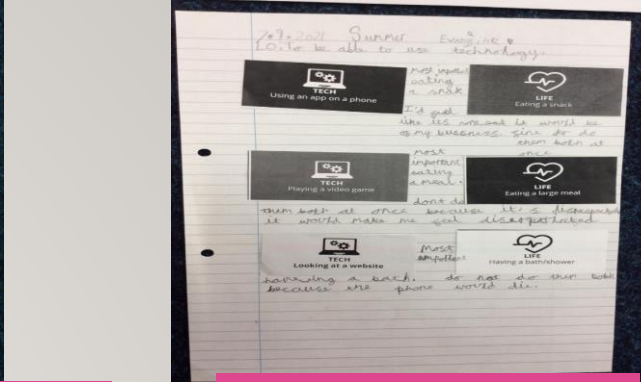
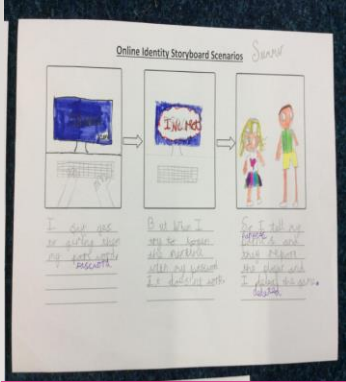
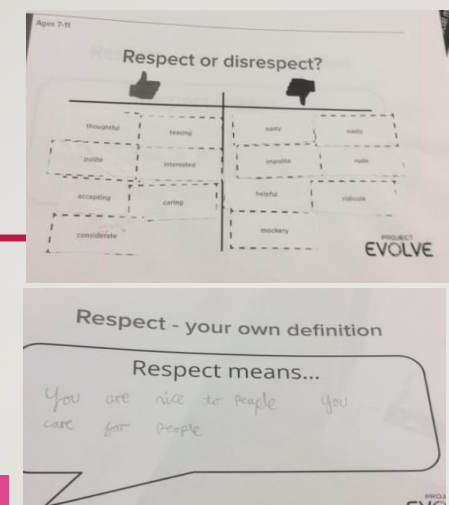
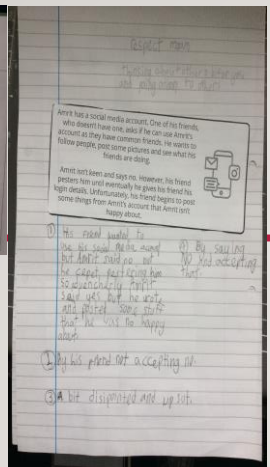
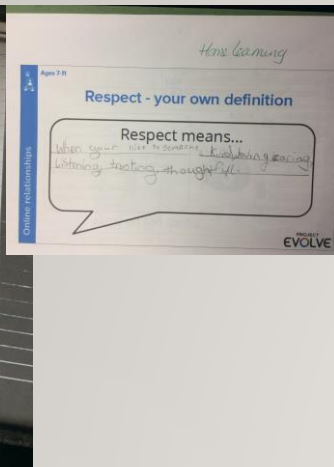
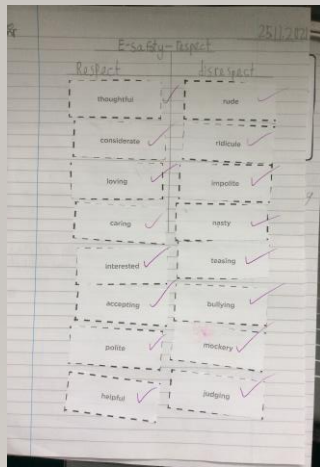
When clicked
 Pen down
 Repeat 10
 move 100 steps
 turn 15 degrees
 pen up

HINT: Trying more than 180 but less than 360 is there a pattern?

Yarmouth

- Use forever loops in a program (yr 4)

DIGITAL LITERACY – E-SAFETY



Yarmouth – Online Relationships

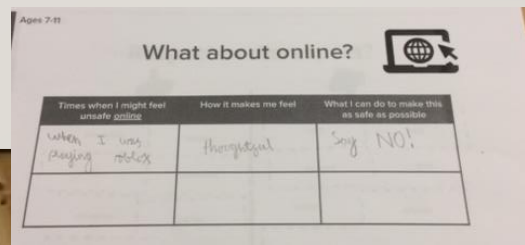
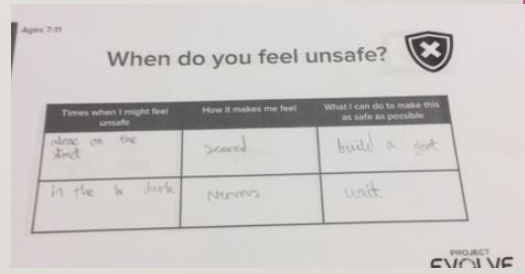
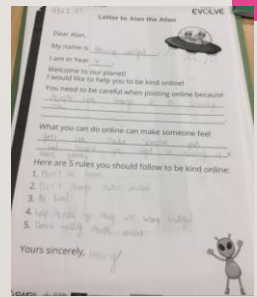
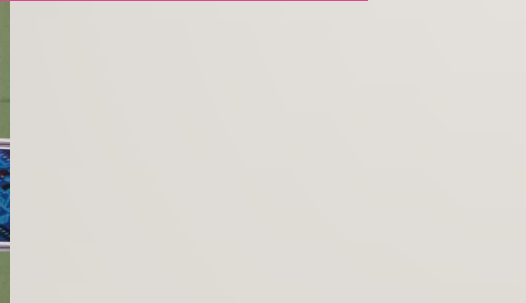
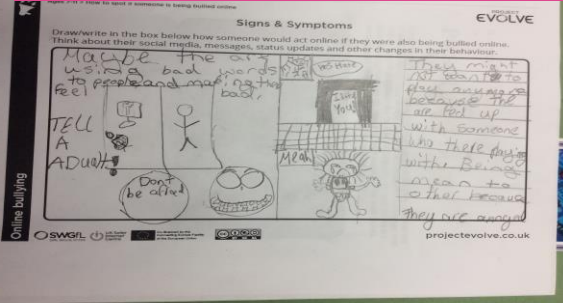
- I can describe strategies for safe and fun experiences in a range of online social environments. (yr 4)
- I can give examples of how to be respectful to others online. (yr 4)

Yarmouth and Shalfleet – Self image and Identity

- I can explain how my online identity can be different to the identity I present in 'real life'. (yr 4)
- Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. (yr 4)

Yarmouth – Health, well-being and lifestyle

- I can explain how using technology can distract me from other things I might do or should be doing. (yr 4)
- I can identify times or situations when I might need to limit the amount of time I use technology. (yr 4)



Yarmouth and Shalfleet – Online Bullying

- I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). (yr 4)

DIGITAL LITERACY – E-SAFETY

Yarmouth – Managing Online Information

- I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. (yr 4)

Yarmouth – Copyright and Ownership

- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it, and I can give some simple examples (yr 4)

19th June 2022
 LO: E-SAFETY - To be able to identify how bots are used online
 What is a bot? A bot is a computer program that works automatically.
 Can you think of any examples of bots or where they can be used? bots at adverts, social media, AI's and game characters.
 Do you think bots in our modern world is a positive or negative thing? why?
 Negative because bots can lie, hack, steal information and convince you to buy stuff.

19th June 2022
 Feeling safe and unsafe online - examples
 How about online? Think of the times when you might have felt or do feel unsafe online. How it makes you feel and what you could do to make that experience as safe as possible.

Times when I might feel unsafe	How I trusted the bot	What I can do to make this as safe as possible
When I am gaming with people I don't know well.	Worried of them, scared	don't play with them, ask for friend who they are.
If someone online bullying.	softhy got their angry, shocked, sad	Tell trust a adult you trust, stand up for them
Someone requests information about me.	block them, don't worried, pleased	block them, don't tell them any thing till a adult.
I get a friend request from someone I don't know.	Worried, scared	Worried, scared, ask of the friend

19th June 2022
 Feeling safe and unsafe offline
 Use the table to think of times when you might feel unsafe, how it makes you feel and what strategies you might put in place to make those occasions as safe as possible.

Times when I might feel unsafe	How I trusted the bot	What I can do to make this as safe as possible
When I am alone in the dark.	scared like something bad will happen.	Make sure you are with a person, call down, take a night light.
How you will change.	like someone is going to kidnap me, worried	Think someone you trust.
going on a scary ride.	like you will be sick, scared, sad	don't go on the ride, close your eyes.
Being in a crowd.	scowched tight, small	stay with your group, relax.

19th June 2022
 Roll out a reuse? - Checklist

Content	Creator	Platform	Purpose	Permission
music	celebrity	Private/online	'Hold to'	creator says NO
Additional notes on reuse				
Can I reuse it?	No because the creator says no and it's private and online and we don't have permission to use their music.			
Yes	No			

19th June 2022
 Roll out a reuse? - Checklist

Content	Creator	Platform	Purpose	Permission
photo	teacher	messaging app	school work	always give credit
Additional notes on reuse				
Can I reuse it?	Yes because it's for school work and we can share it to who ever we want.			
Yes	No			

19th June 2022
 Roll out a reuse? - Checklist

Content	Creator	Platform	Purpose	Permission
video	user	video sharing	social media	creator says NO
Additional notes on reuse				
Can I reuse it?	No because it's for social media and we don't have permission to use it.			
Yes	No			

19th June 2022
 Roll out a reuse? - Checklist

Content	Creator	Platform	Purpose	Permission
music	friend	private	review	not for profit
Additional notes on reuse				
Can I reuse it?	Yes because it's private and not for profit.			
Yes	No			

Yarmouth – Privacy and Security

- I can explain how internet use can be monitored. (yr 4)

Thursday 28th April 2022
 LO: I can explain that internet use is never fully private and is monitored e.g. adult supervision.
 'The only way to keep everyone safe online is to monitor their actions.'
 Circle one: For Against
 My reasons:
 1. like how each people because they might break the law.
 2. some act better when they know someone watching them.
 3. some act like their kid set safe online because they see that being watched.

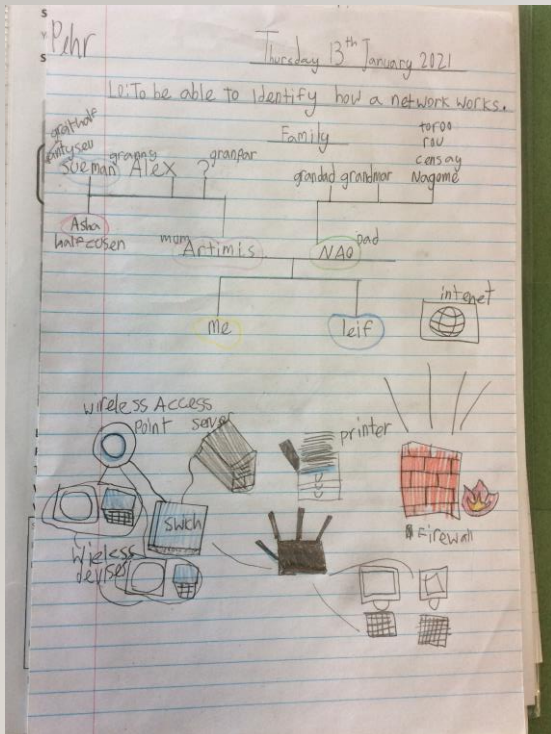
Thursday 28th April 2022
 LO: I can explain that internet use is never fully private and is monitored e.g. adult supervision.
 'The only way to keep everyone safe online is to monitor their actions.'
 Circle one: For Against
 My reasons:
 1. people behave much better when older people are near.
 2. some countries (including the UK) have laws.
 3.

Yarmouth – Online Relationships

- I can describe strategies for safe and fun experiences in a range of online social environments. (yr 4)
- I can give examples of how to be respectful to others online. (yr 4)



DIGITAL LITERACY – HOW A COMPUTER WORKS



Yarmouth (Spr)

- Understand that that school computers are connected together in a network (yr 4)

COMPUTING IN YEAR 5

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA



Yarmouth (Aut & Spr)

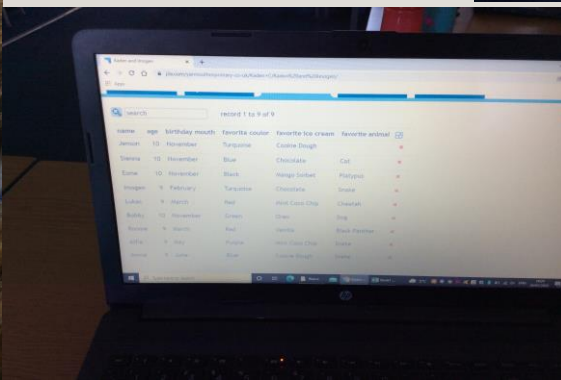
- Question a database using more complex searches (yr 5)
- Design and create a database (yr 5)



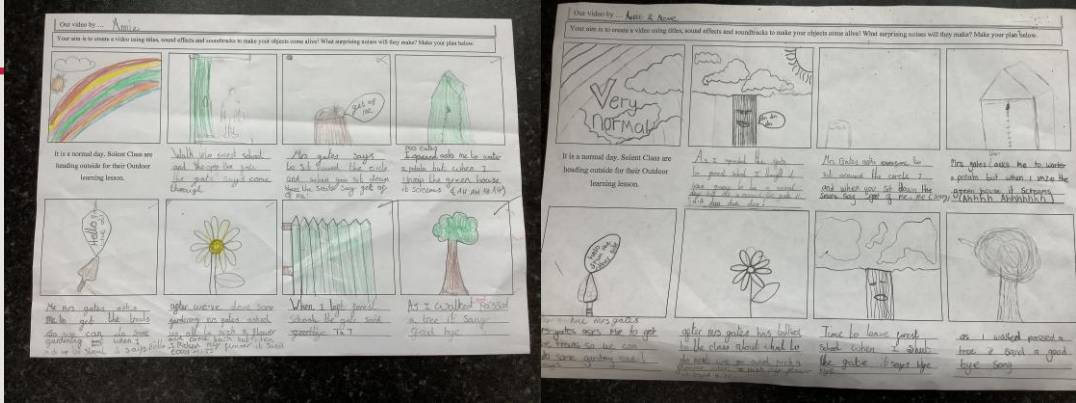
Data Collection



Data Collection 2



INFORMATION TECHNOLOGY - MULTIMEDIA



See videos here:
<https://drive.google.com/drive/u/0/folders/1zioj0XANa1J3qI5G8NmNt5H8fX4S2Jyo>

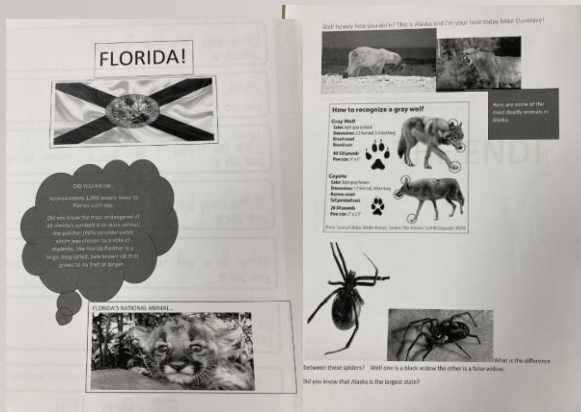
Yarmouth and Shalfleet-
-To be able to edit videos to include titles, voiceovers, volume boosting and to amend speed where necessary. (yr 5)



See videos here:
https://drive.google.com/drive/u/0/folders/1b6N28VXgsNL64TEEI6_UQYUuyIALwZA9



INFORMATION TECHNOLOGY - COMMUNICATION



Yarmouth

- Design and create digital content for a specific purpose (yr 4)
- Collect, organise and present information effectively using a range of media (yr 4)
- Use a range of tools to edit and enhance media for a particular effect (yr 4)

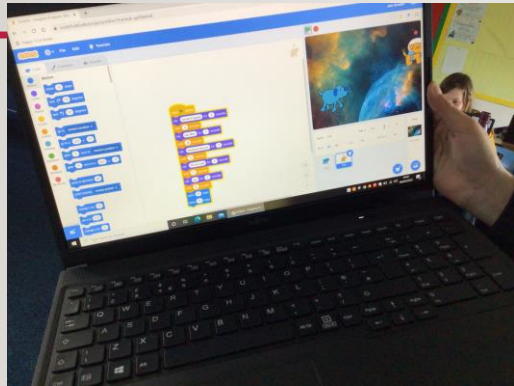
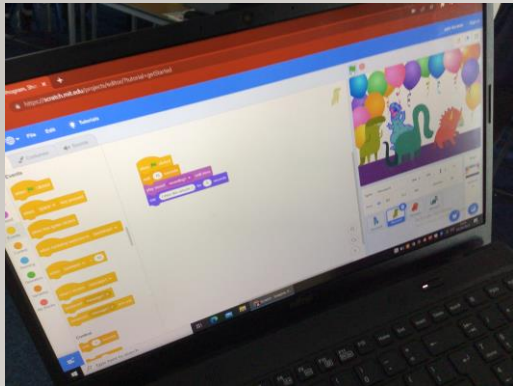
Yarmouth

- Identify and use appropriate hardware and software to fulfil a specific task (yr 5)
- Recognise the audience when designing and creating digital content (yr 5)

<https://drive.google.com/drive/folders/1y19aZzp2snLlIgAFzqFNEARpQqblyACM>

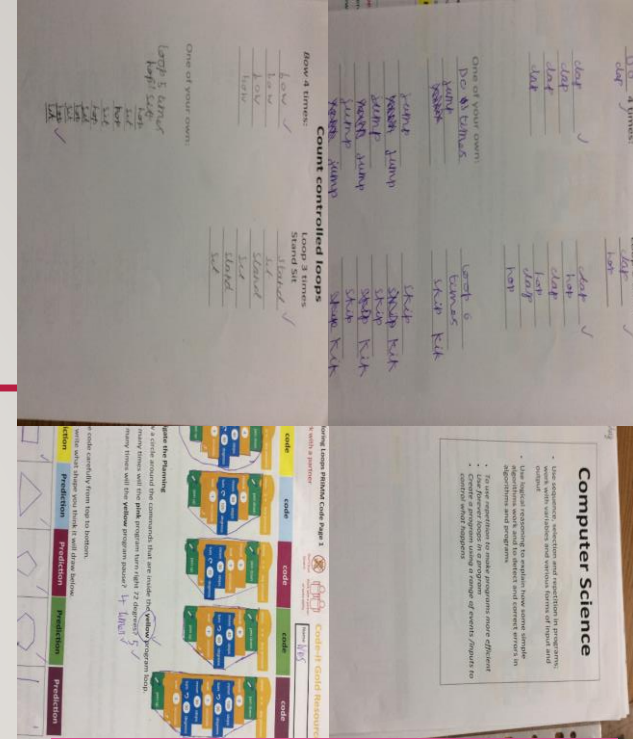
SEE DRIVE LINK FOR PPT AND
WORD DOCUMENT EXAMPLES

COMPUTING SCIENCE



Yarmouth

- Create a program using a range of events/inputs to control what happens (yr 4)
- Decompose a problem and create a solution for each step (yr 4)



Shalfleet

- Use repetition to make programs more efficient (yr 4)

DIGITAL LITERACY – E-SAFETY

ESME 05-11-21

Reporting - who, what and how?

Someone asks your friend to send them some 'cute' pictures of themselves on social media - they are older than your friend...

Tell your friend to not send them report it to an adult.

Reporting - who, what and how?

Your friend has started to post a lot of posts to do with exercise and eating less....

Talk to your friend and make sure their ok.

Reporting - who, what and how?

You have started to receive lots of abusive posts on YouTube...

Telling your parents and think if it is a smart idea to have the account

Reporting - who, what and how?

You are receiving nasty messages on social media from lots of unknown accounts...

Block, talk, report

Reporting - who, what and how?

One of your friends has gone off to meet someone they met online. You know the person is quite a bit older...

Tell a grownup straight away.

Autism - skip

The positives of having a night of good sleep

- You feel better
- You are in a better mood
- Your body feels less aching

When you have you have had a bad nights sleep

- No energy
- Tired eyes
- Feeling grumpy

Advice for the best nights sleep

- Don't use tech devices in the bedroom before bed
- Lessen noise and light sources
- Don't exercise before bed
- If you are going to nap, keep it short
- Keep a sleep diary

Yarmouth – Health, well-being and lifestyle

- I can describe ways technology can affect healthy sleep and can describe some of the issues. (yr 5)
- I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. (yr 5)

Shalfleet – Self image and Identity

- I can explain how identity online can be copied, modified or altered. (yr 5)
- I can demonstrate responsible choices about my online identity, depending on context. (yr 5)

Yarmouth – Online relationships

- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. (yr 5)

EVOLVE

My top tips for sharing identity online

These top tips can help you with sharing identity within games, apps and websites.

- Top tip 1** Do not share personal information
- Top tip 2** Don't go on any games that are to do for you
- Top tip 3** Never send pictures to strangers
- Top tip 4** Tell an adult if you get a mean or strange phone call
- Top tip 5** Never tell your password
- Top tip 6** Don't tell your date of birth

projectevolve.co.uk

Yarmouth – Self image and Identity

- I can explain how identity online can be copied, modified or altered. (yr 5)
- I can demonstrate responsible choices about my online identity, depending on context. (yr 5)

Healthy sleep and technology

Good sleep

- No energy
- Not tired
- Good mood
- Healthy
- Good mood

Bad sleep

- Buggy eyes
- Feeling tired
- Grumpy
- Irritable

Good technology

- Relaxing music
- Good lighting
- Good noise
- Good air

Shalfleet – Health, well-being and lifestyle

- I can describe ways technology can affect healthy sleep and can describe some of the issues. (yr 5)
- I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. (yr 5)

How technology might affect sleep

Activity	1	2	3	4
Using a tablet	0	0	3	4
Watching TV	0	0	3	4
Using a laptop	0	0	3	4
Using a smartphone	0	0	3	4
Using a tablet	0	0	3	4
Using a laptop	0	0	3	4
Using a smartphone	0	0	3	4

E-safe

Health, well-being.

To describe ways technology sleep and can describe some strategies to promote healthy sleep with technology

Self-image and Identity

Outcome Criteria

Self-image and Identity

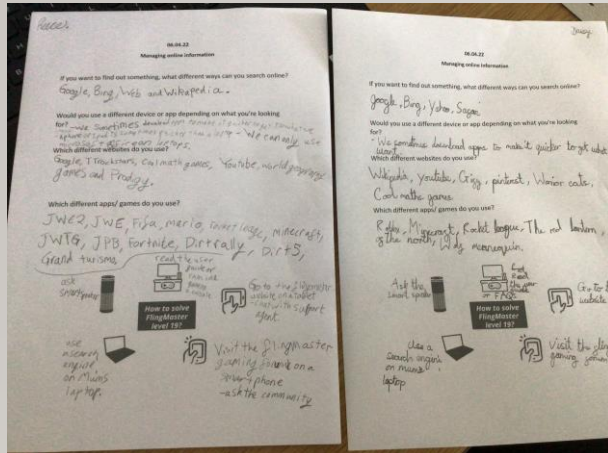
What responsible choices should this person make with their online identity?

What responsible choices should this person make with their online identity?

My top tips for sharing identity online

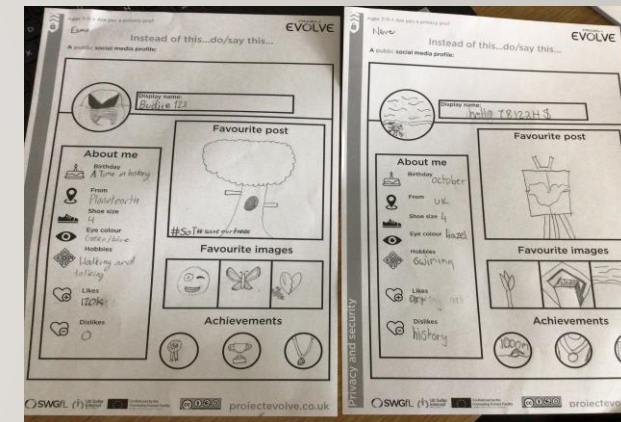
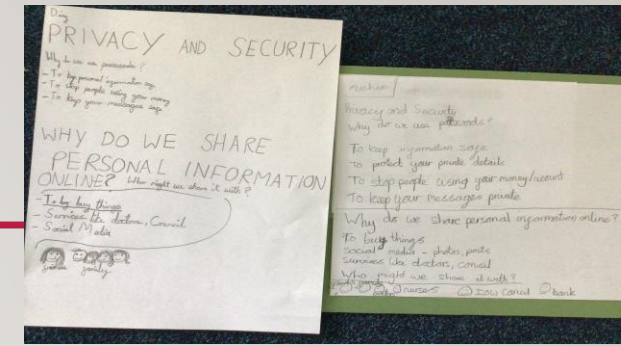
1. From the bottom of something you post
2. Tell an adult if someone sends you a message
3. Never write your name on your name card
4. Don't search for bad things
5. Never give away information

DIGITAL LITERACY CTD – E-SAFETY



Yarmouth – Managing Online Information

- I can use different search technologies (yr 5)
- I can evaluate digital content and can explain how I make choices from search results. (yr 5)



Yarmouth – Privacy and Security

- I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. (yr 5)

DIGITAL LITERACY – HOW A COMPUTER WORKS



COMPUTING IN YEAR 6

- Information Technology – Data
- Information Technology - Multimedia
- Information Technology – Communication
- Computing Science
- Digital Literacy – E-Safety
- Digital Literacy – How a computer works

INFORMATION TECHNOLOGY - DATA

Yarmouth
 – Use a range of mathematical formula with data (yr 5)

Name	Year Born	Death Year	Age At Death	How Many Wives	How Many Children	Beginning Of Reign	End Of Reign	How Long They Reign
Alfred The Great	849	899	50	1	5	886	899	13
Edward the Elder	874	924	50	3	14	899	924	24
Ethelstan	894	939	45	0	0	924	939	15
Edmund I	921	946	25	2	2	939	946	6
Eadred	923	955	32	0	0	946	955	9
Eadwig	940	959	19	1	0	955	959	3
Edgar the Peaceful	943	975	31	2	3	959	975	15
Edward the Martyr	962	978	16	0	0	975	978	2
Ethelred	966	1,016	48	2	12	978	1,013	35
Sweyn	963	1,014	50	2	8	1,013	1,014	0
Ethelred	966	1,016	48	2	12	1,014	1,016	2
Edmund Ironside	990	1,016	26	1	2	1,016	1,016	0
Canute	995	1,035	40	2	4	1,016	1,035	19

Anglo Saxon Kings Data/Charts

UK/Russia Populations

database

define form table chart options

search record 1 of 17

sort by [entered]

record 1 of 17

Name: Alfred The Great

Year Born: 849

Death Year: 899

Age At Death: 50

How Many Wives: 1

How Many Children: 5

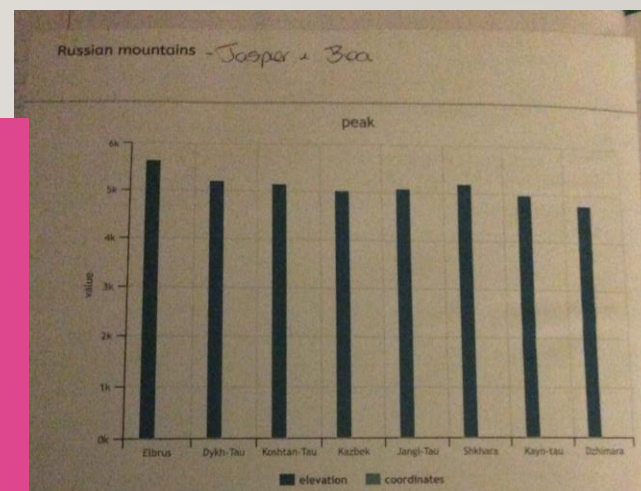
Beginning Of Reign: 886

End Of Reign: 899

How Long They Reign: 13

Yarmouth
 – Question a database using more complex searches (yr 5)
 – Design and create a database (yr 5)
 – Create a graph from a data (both databases and spreadsheets) (yr 5)

Shalfleet
 – Question a database using more complex searches (yr 5)
 – Design and create a database (yr 5)
 – Create a graph from a data (both databases and spreadsheets) (yr 5)



INFORMATION TECHNOLOGY - MULTIMEDIA



Shalfleet

- To edit photos using more advanced terms such as (saturation and hue) (yr 5)



<https://youtu.be/UKJzrrqOrwU>

Yarmouth

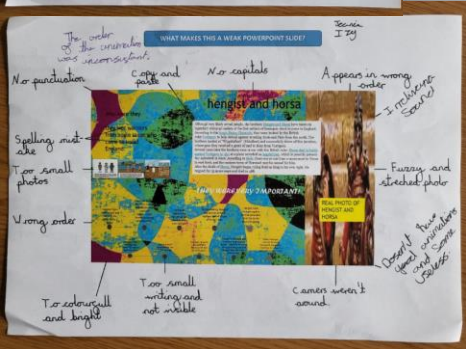
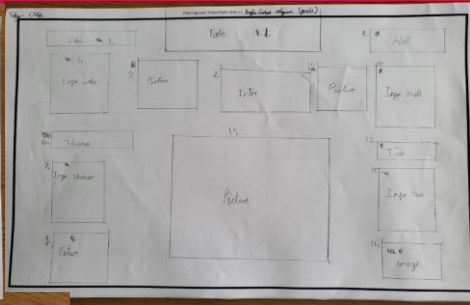
- To create and edit an independent video project (yr 6)



Yarmouth

- To create and edit photos independently for a purpose. (yr 6)

INFORMATION TECHNOLOGY - COMMUNICATION



Ollie and Toby -
Saxon Gods



Molly and Tilly -
Saxon Homes

Yarmouth

- Identify and use appropriate hardware and software to fulfil a specific task (yr 5)
- - Recognise the audience when designing and creating digital content (yr 5)
- - Understand the benefits of using technology to collaborate with others (yr 5)
- - Identify success criteria for creating digital content for a given purpose and audience (yr 6)

COMPUTING SCIENCE

PRIMM with code page 1
Work with a partner. Don't look at the screen.

Code-It Gold Resource

Investigating & Predicting
Look at the code on the left. It has two procedures you can tell they are procedures because they have been defined.

The main program uses the procedures as many times as it needs.
Work with a partner to answer these questions.

- How many times is the main program is the square procedure used? **2 times**
- When the square procedure is run. How many times will it move 30 forward? **4 times**
- How many times in the main program is the eq. triangle procedure used? **5 times**
- What should be the two procedures used? **square triangle**
- What stage would have the longest definition? **square**
- What would you change to make the square procedure what would it draw? **it would draw a line**
- Installation means thinking about how the idea can be reused by resetting itself back to where it started and removing the effects of previous use. Circle any instructions that might be installation.
Think about what the instructions do in the main program starting at the top and working through to the bottom. Explain them one by one to your partner. Now draw what you

Ben Conroy

CREATING YOUR OWN PROCEDURE

Define writing
Pick up pen in hand
With other hand take the lid off
Using dominant hand, put the pen onto the paper
With the pen in dominant hand on the paper, form letters by moving the pen around the paper.

CREATING YOUR OWN MUSICAL ALGORITHM (WITH PROCEDURES)

Algorithm
Clapping
Knees
Pen

Define Clapping
Clap
Loop 2 times
Wait 2 seconds
Clap
Loop 4 times

Define Knees
Right hand knee
Left hand knee
Both hands both knees
Loop 4 times
Right hand knee
Left hand knee
Both hands both knees
Loop 4 times

Define Pen
Pen on table
Loop 3 times
Swap hands
Pen on table
Loop 4 times
Wait 2 seconds
Loop 4 times

Same hand as knee

PRIMM with code page 1
Work with a partner. Don't look at the screen.

Code-It Gold Resource

Investigate (read code)
Read the code on the left. It has five procedures you can tell they are procedures because they have been defined.

The main program before uses the procedures in many times as it needs.
Work with a partner to answer these questions.

- How many times in the main program is the rectangle procedure used? **4**
- Put a circle around the loop that it needed inside another loop.
- How many times in the main program is the square procedure used? **12**
- Installation means thinking about how the idea can be reused by resetting itself back to where it started and removing the effects of previous use. Circle any instructions that might be installation.

Predict
Think about what the code does in the main program starting at the top and working through to the bottom. Explain each step to your partner. Now draw what you think the program will look like when it runs.

Exploring Nested Loops Using Procedures

PRIMM with code page 2
Work with a partner. Don't look at the screen.

Code-It Gold Resource

Run the code
Were your predictions correct?
Mark your investigating questions on the previous page using the answer sheet.

Modify (do small changes)
Name two ways to make the program go more slowly.
Change the width of the rectangles by changing the number of squares it has.
Change the number of squares in the rectangles.
What does the most 80 and the most -80 do to the pattern?
Change the number of squares in the rectangles.
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Change the number of squares in the rectangles.
What does the most 80 and the most -80 do to the pattern?

Mark your modify questions using the answer sheet.

Make
Work on your own
Work your way through the challenges below.

Option 1
Create another nested loop and another procedure called squares to draw a pattern of squares at the end of each square.

Option 2
Change the main program so that it uses the same procedures and nested loops to create a different pattern.

Option 3
Come up with your own suggestion that uses nested loops and procedures. Talk to your teacher about it.

Condition starts action

If you are hungry
put your hand up

If you like computing
smile. These are the actions.

Which part is the condition and which is the action?

Shalfleet -

- Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5)
- Use two-way selection, i.e. if... then... else... (yr 5)
- Understand the difference between and use if... then... and if... then... else... statements (yr 5)

PRIMM with code page 2
Work with a partner. Don't look at the screen.

Code-It Gold Resource

Run the code
Were your predictions correct?
Mark your investigating and predicting sheet using the answer sheet.

Modify
What happens when you remove the top two all blocks from the program?
Put them back together. The pen never comes up and it will continue to draw.
What would you change to increase the distance between the squares?
Increase the number of steps you move in the main code.

What would you change to make all the squares larger?
Increase the number of steps you move on the square smaller.

What would you change to make all the triangles smaller?
Decrease the number of steps you move on the triangle.

What would you change to make the square only draw three sides?
Change the repeat 4 to repeat 3.

Harder Modify
The triangle pattern has rotational symmetry. This is because there are 360 degrees in a full circle and 3 loops multiplied by 72 degrees turn equals 360 degrees. Find and list other combinations of repeats and turns which when multiplied together equal 360. One has been done for you. Make sure you try them out on the program.

Loop 2 times	Loop 4 times	Loop 6 times
Turn right 180 degrees	Turn 90 degrees	Turn 60 degrees
Eq. triangle	Loop 3 times	Loop 6 times
(2x180-360)	Turn 720 degrees	Turn 180 degrees
Loop 20 times	Turn 30 degrees	Turn 18 degrees
Turn 30 degrees	Turn 18 degrees	Turn 9 degrees

Now mark the modify section using the answer sheet.

PRIMM with code page 2
Work with a partner. Don't look at the screen.

Code-It Gold Resource

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Yarmouth -

- Recognise that different solutions exist for the same problem (yr 5)
- Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) (yr 5)
- Create programs including repeat until loops (yr 5)

Shalfleet -

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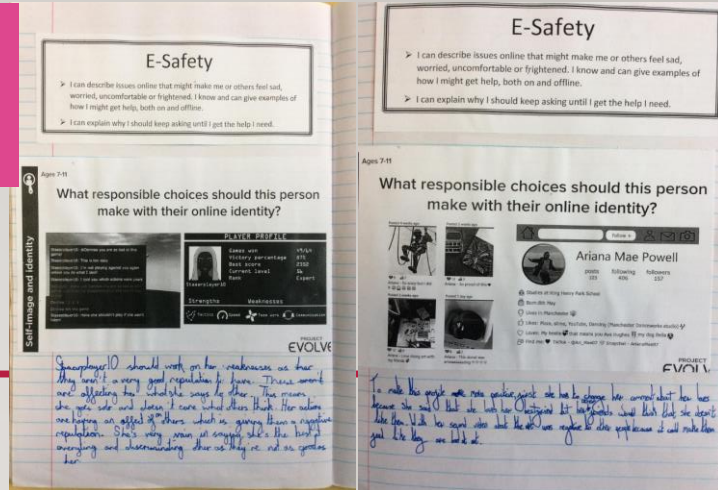
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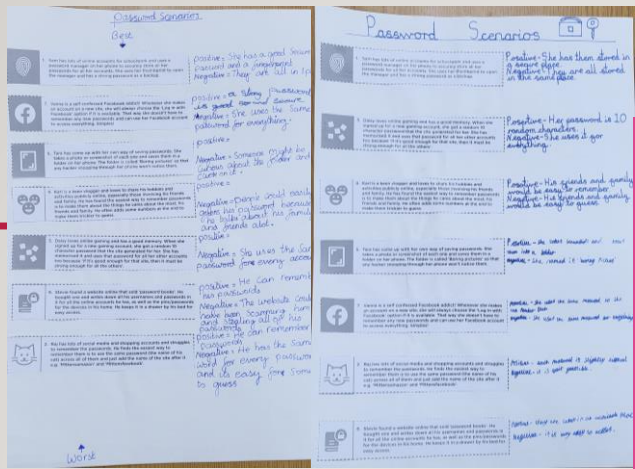
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DIGITAL LITERACY – E-SAFETY

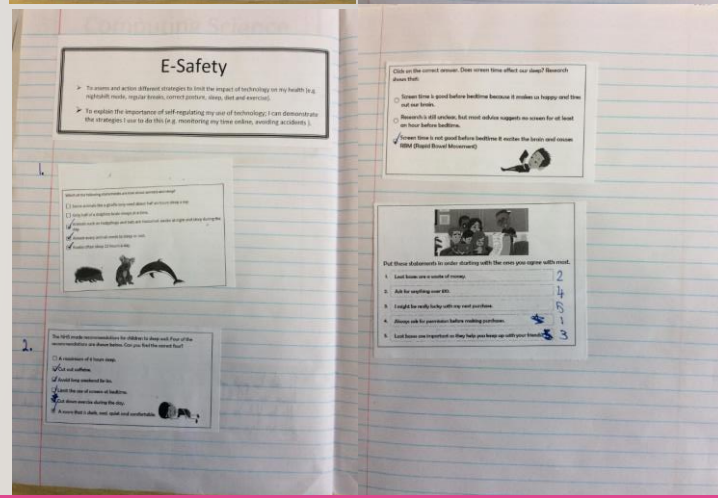
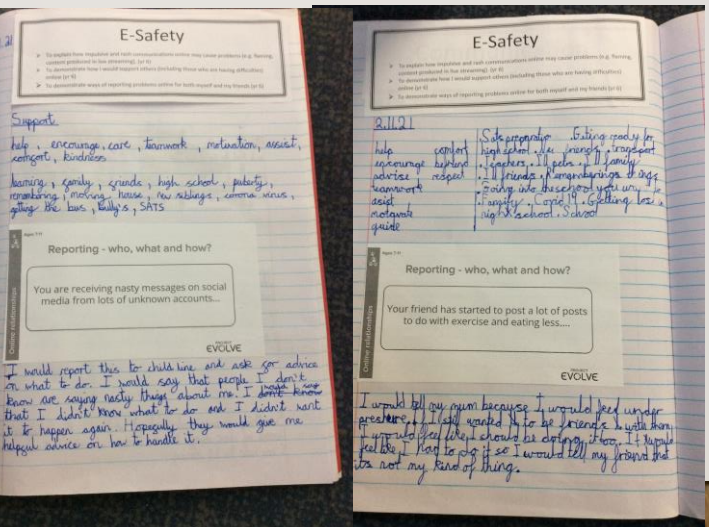
Shalfleet – Self Image and Identity
- I can demonstrate responsible choices about my online identity, depending on context. (yr 5)



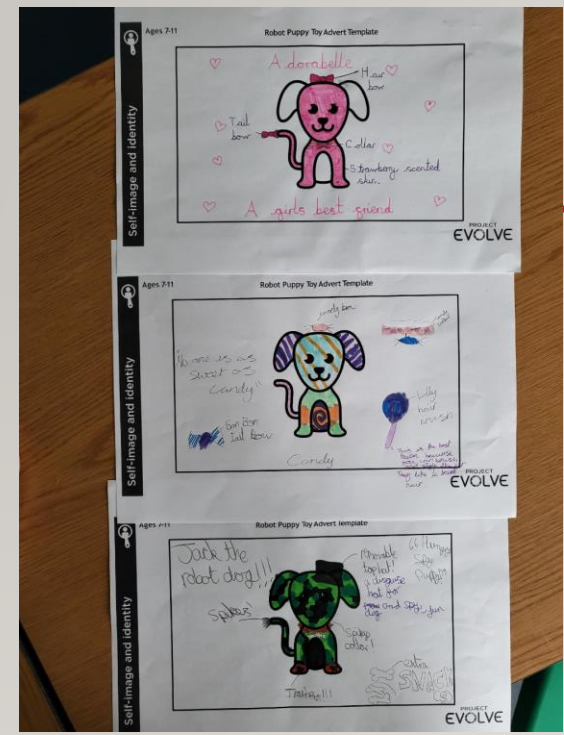
Yarmouth – Privacy and Security
- I use different passwords for a range of online services. (yr 6)
- I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). (yr 6)
- I know what to do if my password is lost or stolen. (yr 6)



Shalfleet – Online Relationships
- I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). (yr 6)
- I can demonstrate how I would support others (including those who are having difficulties) online (yr 6)
- I can demonstrate ways of reporting problems online for both myself and my friends. (yr 6)



Shalfleet – Health, Well-being and Lifestyle
- I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). (yr 6)
- I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). (yr 6)

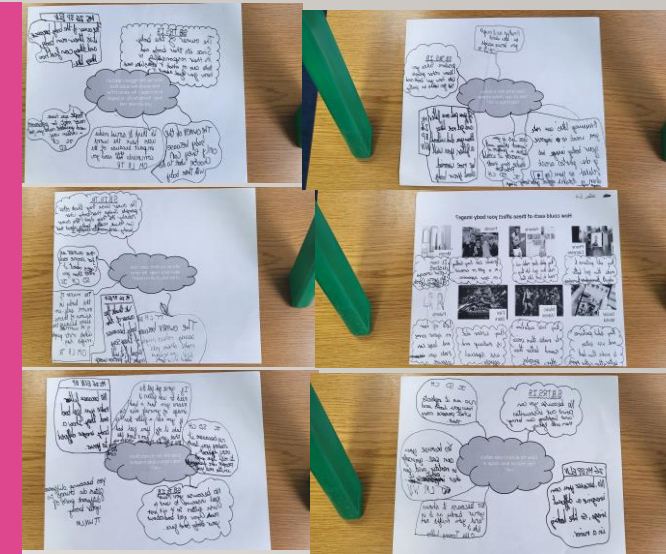


Yarmouth – Self image and Identity
- I can describe ways in which media can shape ideas about gender. (yr 6)
- I can identify messages about gender roles and make judgements based on them. (yr 6)
- I can challenge and explain why it is important to reject inappropriate messages about gender online. (yr 6)

DIGITAL LITERACY – E-SAFETY

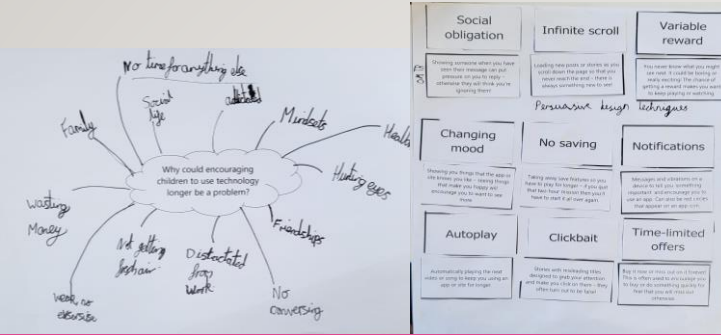
Yarmouth – Self image and Identity

- I can challenge and explain why it is important to reject inappropriate messages about gender online. (yr 6)
- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. (yr 6)
- I can explain why I should keep asking until I get the help I need. (yr 6)



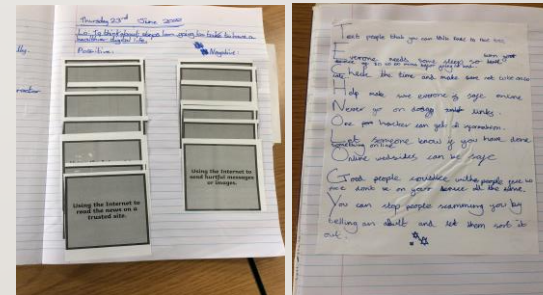
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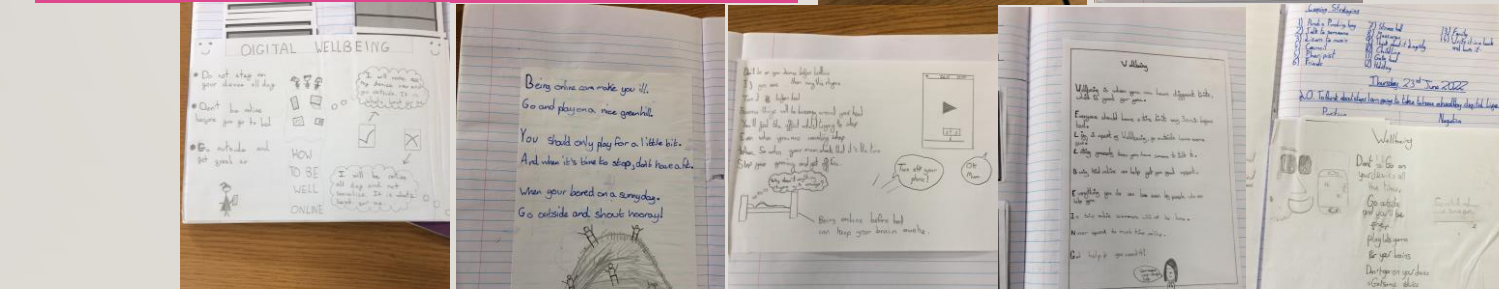
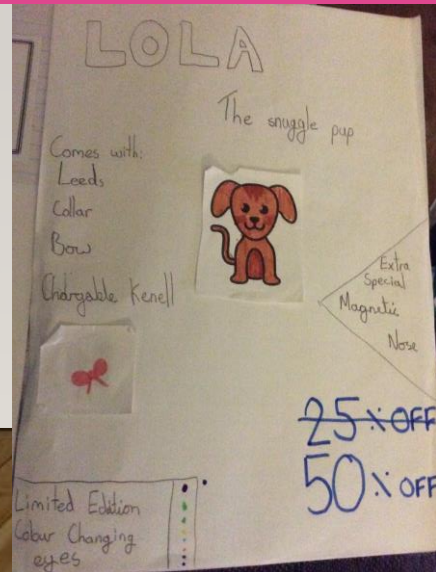
Yarmouth – Health, well-being and lifestyle

- I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). (yr 6)
- I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). (yr 6)



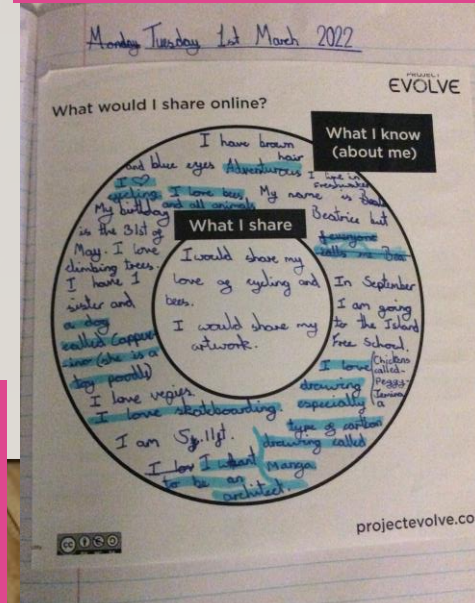
Shalfleet – Online Reputation

- I can explain how I am developing an online reputation which will allow other people to form an opinion of me. (yr 6)



Shalfleet – Health, well-being and lifestyle

- I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). (yr 6)
- I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). (yr 6)



NEXT STEPS – 2020-21

NEXT STEPS	INDIVIDUALS/ TEAM	ACTIONS
To capture pupil voice on the subject and the delivery of the learning	Subject lead	<ul style="list-style-type: none">- Create questionnaires (adapted for each key stage) in order to capture pupil voice.- Use leadership time to go to both school sites and capture the pupils views- Use the views of the pupils to reflect on the subject within the federation and create actions based on the children's views.
To prioritise gathering evidence of learning in areas most affected by the pandemic (e.g. How a computer works)	Subject lead/teachers	<ul style="list-style-type: none">- Disseminate to the teachers areas which were the strongest for coverage and evidence last year.- Outline the importance of the areas that need the coverage.- Guide the teachers on the use of assessment documents to identify the relevant targets that need to be addressed within the focus areas.- Outline that these will be a focus of planning and work scrutiny.

NEXT STEPS – PT 2

NEXT STEPS	INDIVIDUALS/ TEAM	ACTIONS
To ensure all new computing equipment (from Freshwater) has all relevant software on.	Subject lead/IT manager	<ul style="list-style-type: none">- Review iPads and laptops for key software such as Scratch and Scratch JR.- Give the IT manager a list of software required for the curriculum.- Follow up with the IT manager if there are any issues with the software.
To observe the teaching of computing (something not possible last year due to bubbling)	Subject lead	<ul style="list-style-type: none">- To make time to schedule in one computing observation of each class in the federation.- To inform teachers ahead of time when these observations will be.- To observe the classes.- To give feedback along specific criteria decided beforehand based on planning and the lesson area (e.g. digital literacy or computing science).- To follow up with the class teacher to see evidence of the feedback being followed up.

NEXT STEPS – PT 3

NEXT STEPS	INDIVIDUALS/ TEAM	ACTIONS
To set up a consistent VPN connection to allow file access	Subject lead/IT Manager	<ul style="list-style-type: none">- To notify the IT manager of the need for a VPN- Allow the IT manager access to the laptop to set up the VPN- To use the VPN to access the pupil documents in order to access files directly for work scrutiny.- To use the files as evidence in the portfolios.- To use the files to give more detailed work scrutiny feedback to teachers.