

Digital Literacy	Coding	Productivity	Creativity
<p>Online Safety (Twinkl: Online Safety Unit)</p> <p>In year 1, students should know how to:</p> <ul style="list-style-type: none"> - Create, name and date digital creative work to show ownership of content. - Use the internet to safely search for images. - Understand how to communicate safely online. - Understand what personal information should be kept safe online. - Apply internet safety knowledge to help others stay safe online. <ul style="list-style-type: none"> - <i>Recognise common uses of information technology beyond school.</i> - <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> 	<p>Bluebot (Twinkl: Programming Toys Unit)</p> <p>In year 1, children should continue to develop their understanding of basic programming with Bluebot. They should know how to:</p> <ul style="list-style-type: none"> - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs <p>Scratch Junior (Twinkl: Programming with Scratch Jr Unit)</p> <p>In year 1, children should develop the following skills using the Scratch JR app</p> <ul style="list-style-type: none"> - Start a new project; - Add new characters and backgrounds; - Use blocks for movement in different directions; - Create short sets of sequenced instructions. - Use different end blocks, including repeat forever; - Change the size of characters to grow or shrink; - Hide and show characters with an instruction block; - Program two or more characters with instructions at the same time. <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages</p> <p>In year 1, children should know how to do the following using Pages:</p> <ul style="list-style-type: none"> - Type with increasing speed and accuracy. - Use the editing tool (paintbrush) to edit the font style, size and colour. <p>Keynote</p> <p>In year 1, children should know how to do the following using Keynote:</p> <ul style="list-style-type: none"> - Create a new presentation. - Add slides to a presentation using templates - Add text and pictures to a slide <ul style="list-style-type: none"> - <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <p>Numbers</p> <p>In year 1, children should know how to do the following using Numbers:</p> <ul style="list-style-type: none"> - Create new spreadsheets and tables in Numbers. - Edit the size of columns and rows to suit the desired purpose. - Input data into a spreadsheet. 	<p>Camera & Photos</p> <p>In year 1, children should continue to use the camera app on the iPad to capture images creatively and start to use the Photos app to view and present photos. This should involve know how to do the following:</p> <ul style="list-style-type: none"> - Take photographs using the camera app. - Use the front and rear cameras to take photographs. - View photographs taken using the Photos app - Select and delete unwanted photos in the Photos app - Share photographs using AirPlay and Screen Mirroring <p>Doodle Buddy Draw</p> <p>In year 1, children should explore using the iPad to sketch and draw. Children should know how to do the following:</p> <ul style="list-style-type: none"> - Use the the range of paintbrushes available for different effects. - Draw using a range of colours. - Use with stamps, stencils and backgrounds to create different pictures. - Save and share their work as images. <ul style="list-style-type: none"> - <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>

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<p>Online Safety</p> <p>In year 2, children should know how to:</p> <ul style="list-style-type: none"> - Understand that information put online leaves a digital footprint. - Use keywords in an online search to find out about a topic. - Recognise whether a website is appropriate for children. - To identify kind and unkind behaviour online. - Create content for an online blog (SeeSaw) - Use an online blog safely and respectfully. - Post positive comments and responses on a blog. - <i>Recognise common uses of information technology beyond school.</i> - <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> 	<p>Scratch JR (Twinkl: Programming Turtle Logo and Scratch JR lessons 3-6)</p> <p>In year 2, children should start to put together programs that serve a particular purpose using Scratch Jr. Children should know how to do the following:</p> <ul style="list-style-type: none"> - Create a new project in Scratch JR. - Add characters and items into a scene. - Add new scenes to a project. - Change the background of a scene. - Use instructions to move characters and items. - Use a range of start points (yellow blocks) to start animation in different ways (e.g. on green flag, on tap, on bump). - Use a range of end points (red blocks) to end animation in different ways (end, repeat forever, go to page...). - Start to use instructions such as “wait”, “stop” and “repeat” to create different effects. - Debug their own code (and that of others) to correct issues causing unexpected results. - Create animated scenes that tell a short and simple story over multiple scenes. <p>LEGO Spike Essential</p> <p>Children should complete the Great Adventures unit.</p> <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages</p> <p>In year 2, children should know how to do the following using Pages:</p> <ul style="list-style-type: none"> - Continue to develop speed and accuracy of typing skills. - Add basic elements such as pictures and shapes using the + tool. - Edit items added in using the paintbrush tool. <p>Keystone</p> <p>In year 2, children should know how to do the following using Keystone:</p> <ul style="list-style-type: none"> - Add elements such as text boxes, shapes and images to a blank slide. - Edit text, shapes and images using the paintbrush tool. - Present their work to an audience (screen mirroring and reading aloud from their slides). <p>Numbers</p> <p>In year 2, children should know how to do the following using Numbers:</p> <ul style="list-style-type: none"> - format selected cells to create tables by changing the appearance of borders and shading of cells - Add basic charts to represent the data shown in the table. - <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> 	<p>Garage Band</p> <p>To begin with, children should be encouraged to explore the app and experiment with the different instruments, finding out what each sounds like and how they work.</p> <p>They should know how to do the following:</p> <ul style="list-style-type: none"> - Select and play a desired instrument - Compose simple tunes using selected instruments. - Record simple tunes using one instrument - Record voice or sounds using the microphone - Add multiple instruments onto the same track. - <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>

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<p>Google Internet Legends</p> <p>Following the Google Internet Legends scheme. Children in year 3 should cover the ‘Be Internet Sharp’ and ‘Be Internet Alert’ modules.</p> <p>In these modules, children will learn:</p> <ul style="list-style-type: none"> - How to protect their online reputation. - What a positive digital footprint is and how to maintain one for themselves. - The impact of sharing content online on their own life and the lives of others. - How to make sure that information they find online is reliable. - How to recognise online scams and protect themselves. - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. - Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Scratch (Twinkl: Coding with Scratch: Learning Loops unit)</p> <p>In Year 3, children should know how to do the following using Scratch (https://scratch.mit.edu)</p> <ul style="list-style-type: none"> - Create a new project in Scratch. - Add characters and items into a scene. - Write algorithms using coding blocks in Scratch - Use sequence, selection, and repetition in programs; - Work with variables and various forms of input and output. - Use a loop to repeat an action or sequence multiple times. - Use a forever loop to repeat instructions continuously. - Use a repeat until loop to repeat actions until a certain condition is met. <p>LEGO Spike Essential</p> <p>Children should complete the Amazing Amusement Park unit.</p> <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages</p> <p>In year 3, children should know how to do the following using Pages:</p> <ul style="list-style-type: none"> - Type with increasing speed and accuracy using touch typing. - Use the cut, copy and paste tools to manipulate text in a document or add text in from another source (e.g. website) - Use the + tool to insert and edit tables to show various information - Use the paintbrush tool to edit the appearance of tables <p>Keynote</p> <p>In year 3, children should know how to do the following using Keynote:</p> <ul style="list-style-type: none"> - Add animation of objects and transitions between slides. - Edit background of slides. - Present their work to an audience, talking about information presented on slides from memory rather than reading directly. <p>Numbers</p> <p>In year 3, children should know how to do the following using Numbers:</p> <ul style="list-style-type: none"> - Create basic formulae to add or subtract values from selected cells - Use the “SUM” formula to total the values of selected cells - Format and edit the appearance of charts created based on data in the spreadsheet. - <i>Select use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information.</i> 	<p>Sketches</p> <p>In year 3, children should explore using the iPad to sketch and draw. Children should know how to do the following:</p> <ul style="list-style-type: none"> - Use the range of drawing tools available to create different effects. - Use the blend tool to mix together strokes and colours. - Use the ‘cutter’ tool to select and move sections of drawings. - Use the ruler line to draw lines or create symmetrical patterns. - Draw using a range of colours. - Save and share their work as images. - Print or share their work digitally - <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>

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<p>Google Internet Legends Following the Google Internet Legends scheme. Children in year 4 should cover the ‘Be Internet Secure’ and ‘Be Internet Kind’ modules.</p> <p>In these modules, children will learn:</p> <ul style="list-style-type: none"> - Ways to develop safe habits online, including the importance of protecting personal information. - How to respect online privacy boundaries for themselves and others. - Ways to seek or ask for help if they or others feel unsafe online. - How to develop respectful, empathetic and healthy online relationships. - Ways to manage and respond in a healthy and safe way to hurtful online behaviour. <p>- <i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i></p> <p>- <i>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</i></p> <p>- <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Scratch (Twinkl: Scratch: Questions and Quizzes unit)</p> <p>In Year 4, children should know how to do the following using Scratch (https://scratch.mit.edu)</p> <ul style="list-style-type: none"> - Write a program which accomplishes a specific goal. - Create a program that includes a logical sequence. - Debug a program they have written. - Use repetition and selection. - Work with variables and adjust these depending on the effect they wish to create. - Understand and use the duplicate function. - Understand how to combine a range of different effects to create their own quiz. <p>LEGO Spike Essential</p> <p>Children should complete the Happy Traveller unit.</p> <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages In year 4, children should know how to do the following using Pages:</p> <ul style="list-style-type: none"> - Use the books templates to create e-books about a range of topics, using different layout styles to present information. - Use content from other sources (e.g. photos; tables and graphs created in Numbers; videos created in Clips or iMovie; etc.) - Edit photos added in using the paintbrush tool to crop, resize, adjust text wrapping and remove backgrounds using “Instant Alpha” <p>Keynote In year 4, children should know how to do the following using Keynote:</p> <ul style="list-style-type: none"> - Use content from other sources (e.g. photos; tables and graphs created in Numbers; videos created in Clips or iMovie; etc.) - Add presentation notes to their slides to help with remembering information needed for presenting to the class/others. - Present their work to an audience speaking clearly and confidently without reading directly from the slide (using presentation notes if needed). <p>Numbers In year 4, children should know how to do the following using Numbers:</p> <ul style="list-style-type: none"> - Combine formulae across various cells to help collate and analyse data presented in a spreadsheet. - Use the AVERAGE formula to automatically calculate the average value of selected cells - Use conditional formatting to automatically format cells dependent on results (e.g. below a certain value highlighted red) - Use the “Autofill Cells” tool to efficiently copy formulae over a range of cells <p>- <i>Select use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information.</i></p>	<p>Camera, Photos & iMovie In year 4, children should know how to do the following using the Camera and Photos apps:</p> <ul style="list-style-type: none"> - Capture video footage using the Camera app. - Capture slow motion footage using the Camera app. - Edit slow motion footage using the Photos app to adjust the start and end of slow motion effects. <p>Children should know how to do the following using iMovie:</p> <ul style="list-style-type: none"> - Create new projects on iMovie and import selected media (videos and pictures). - Crop videos down to desired lengths and sections. - Split videos into multiple sections. - Add titles to videos. - Edit transitions between sections of video. - Record voice overs to add commentary to videos. - Change the volume of (and mute) selected sections of video. - Apply filters to section of video to change the appearance of the image. - Export finished movies to the Photos app for presentation. <p>- <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>

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<p>Google Internet Legends Following the Google Internet Legends scheme. Children in year 5 should cover the ‘Be Internet Sharp’ and ‘Be Internet Alert’ modules.</p> <p>In these modules, children will learn:</p> <ul style="list-style-type: none"> - What having a positive digital footprint means. - Ways in which they can start to build a positive digital footprint. - How to be a critical consumer when online. - About different online scams, including what ‘phishing’ means. - <i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i> - <i>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</i> - <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> 	<p>Swift Playgrounds In year 5, children should start to explore the Swift Playgrounds app and begin the Learn To Code 1 program.</p> <p>During the course of Learn To Code 1, students should know how to do the following:</p> <ul style="list-style-type: none"> - Input a series of text based instructions to make complete codes - Use computational thinking skills such as decomposition, tinkering and persevering to solve tasks. - Debug their own and other people’s code. - Use loops to repeat specific pieces of code - Combining pieces of code to create new functions in order to code more efficiently - Use conditional code to detect variables in order to decide when to start or end specific sections of code - Create algorithms to solve problems automatically - Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - use sequence, selection and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>LEGO Spike Essential</p> <p>Children should complete the Crazy Carnival Games unit.</p> <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages</p> <p>In year 5, children should have developed the required knowledge to use Pages to independently create documents to fit a range of different purposes across the curriculum</p> <p>Keynote</p> <p>In year 5, children should have developed the required knowledge to use Keynote to idependently create presentations to fit a range of different purposes across the curriculum</p> <p>Numbers</p> <p>In year 5, children should have developed the required knowledge to use Numbers to independently create spreadsheets to fit a range of different purposes across the curriculum</p> <ul style="list-style-type: none"> - <i>select use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information.</i> 	<p>Minecraft/ Tinkercad (Computer Aided Design)</p> <p>In year 5, students should use Minecraft and TinkerCAD to create 3-dimensional models (link to DT work).</p> <p>Using Minecraft, children should know how to do the following</p> <ul style="list-style-type: none"> - Place a range of blocks to build simple structures. - Build complex structures using different blocks to represent different materials. - Create 3D models as a plan of DT projects to be created using real life materials (e.g. LEGO). <p>Using TinkerCAD, children should know how to do the following:</p> <ul style="list-style-type: none"> - Place new items onto the work-plane - Edit the size and shape of items on the work-plane - Edit the appearance of items on the work-plane(including colour and transparency) - Combine items to make simple and more complex structures on the work-plane. - Create 3D models as a plan of DT projects to be created using real life materials (e.g. LEGO) - <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>

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<p>Google Internet Legends</p> <p>Following the Google Internet Legends scheme. Children in year 6 should cover the ‘Be Internet Secure’ and ‘Be Internet Kind’ modules.</p> <p>In these modules, children will learn:</p> <ul style="list-style-type: none"> - Ways to develop safe habits online, including the importance of protecting personal information. - How to respect online privacy boundaries for themselves and others. - Ways to seek or ask for help if they or others feel unsafe online. - How to develop respectful, empathetic and healthy online relationships. - Ways to manage and respond in a healthy and safe way to hurtful online behaviour. - <i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i> - <i>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> 	<p>Swift Playgrounds</p> <p>In year 6, children should continue to learn the Swift coding language through the Swift Playgrounds app. They should complete the Learn To Code 1 program and start Learn To Code 2.</p> <p>During the course of Learn To Code 2, students should know how to do the following:</p> <ul style="list-style-type: none"> - Use variables to decide when to start and end a program. - Use parameters to create a range of options within their code - Create and design world of different sizes and populate them with items and characters to interact with. - Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - use sequence, selection and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>LEGO Spike Essential</p> <p>Children should complete the Quirky Creations unit.</p> <ul style="list-style-type: none"> - <i>Create and debug simple programs</i> - <i>Use logical reasoning to predict the behaviour of simple programs</i> - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> 	<p>Pages</p> <p>In year 6, children should have developed the required knowledge to use Pages to independently create documents to fit a range of different purposes across the curriculum</p> <hr/> <p>Keynote</p> <p>In year 6, children should have developed the required knowledge to use Keynote to independently create presentations to fit a range of different purposes across the curriculum</p> <hr/> <p>Numbers</p> <p>In year 6, children should have developed the required knowledge to use Numbers to independently create spreadsheets to fit a range of different purposes across the curriculum</p> <ul style="list-style-type: none"> - <i>select use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information.</i> 	<p>Creative Curriculum</p> <p>In year 6, students should combine knowledge creative skills from previous years across the curriculum in order to create varied projects.</p> <p>These should include:</p> <ul style="list-style-type: none"> - Art - Photography - Videography - Music - Computer Aided Design - <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>

