Enmore Church of England Primary School

'Those who are taught here must go out and teach others'

Rev J. Poole, Founder, 1810

'I have set you an example that you should do as I have done for you.'

John 13: 15

Computing - for the website

Background

Computing is any activity that uses computers to manage, process and communicate information.

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.

Enmore follows the Early Years Foundation Stage Curriculum which can be found here, and the National Curriculum programmes of study which can be found here.

Vision

*The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how **Computing** is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.*

Vision

- To have high expectations

What this looks like in computing

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking is high quality
- Teaching spaces are kept tidy and are well- organised

Vision

- A broad curriculum offer

What this looks like in computing

- Displays and work in books reflects a broad curriculum
- Classes have topics but discrete subjects are taught
- Cross- curricular links used when possible

Vision

- An inclusive curriculum

What this looks like in computing

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

Vision

- A mastery approach

What this looks like in computing

- Whole class teaching is predominant
- Children who have mastered topics are given opportunities to support less confident
- Low stakes testing and retrieval exercises used where appropriate

Vision

- Expose children to diversity

What this looks like in computing

- Computing and technology around the world and within diverse settings and cultures introduced
- Discussions regarding technology diversity within a range of careers and job opportunities

Vision

- Ask Big Questions

What this looks like in computing

- Encourage debugging and questioning of approaches within different topics
- Sharing techniques together to share, question and evaluate

Vision

- Close vocabulary gap for disadvantaged children

What this looks like in computing

- Vocabulary displayed and used often and repeatedly within lessons

Vision

- Reinforce school, Christian and British values

What this looks like in computing

- Online safety consistently and frequently referenced throughout lessons
- Fair and appropriate use encouraged at all times

Vision

- To develop the children as individuals and give responsibility

What this looks like in computing

- Independent, paired and group (small and larger) projects given regularly
- Evaluation and accountability checked, marked and discussed
- Ideas and suggestions for improvement and adaptation highly encouraged

Computing Intent and Implementation Progression/Key "sticky" Knowledge

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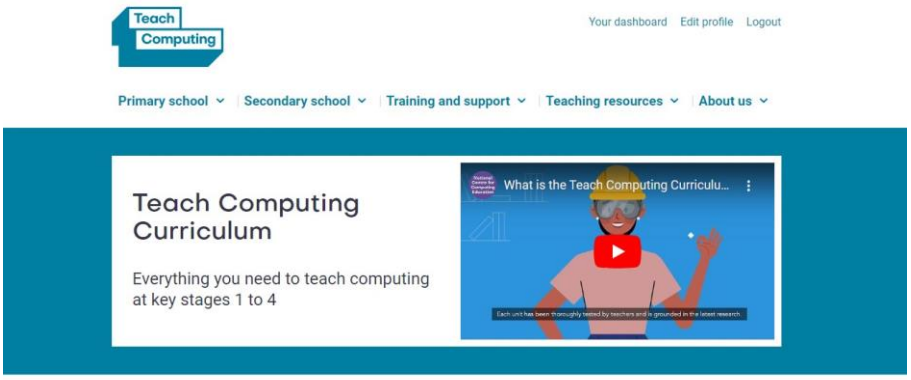
The EYFS curriculum can be found here.



1 - ***We deliver our Computing curriculum through the National Centre for Computing Education (NCCE) Teach Computing curriculum. A 45-minute lesson is timetabled into our weekly plans. Many of our IPC units also lend itself to using these skills within our various topics. Online Safety is taught discreetly through the Project Evolve curriculum. Coding is taught through the Discovery Education Coding programme. Programming is taught in EYFS and KS1 through Coding Critters, LKS2 through Botley 2.0 and UKS2 through Lego WeDo.***

Class 1

Computing: Key Stage 1				
Objectives can be taught through the use of the NCCE Teach Computing Units of Work				
	Algorithms	Create programs	Reasoning	Sticky Knowledge
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*	
	design and program movement of a character on screen to tell stories (Discovery Education Coding Level 1)	create a series of instructions and plan a journey for a programmable toy (Coding Critters)	predict program outcomes (Coding Critters and Discovery Education Coding)	Know how to move a simple programmable toy
	Design algorithms and programs that use events to trigger sequences of code (Discovery Education Coding Level 2)	Create and debug programs, and using logical reasoning to make predictions (Coding Critters)	predict what the outcome of a simple program will be (logical reasoning). (Coding Critters and Discovery Education Coding)	Know how to sequence simple instructions to programmable toy

Computing: Key Stage 1				
Objectives can be taught through the use of the NCCE Teach Computing Units of Work				
	Using technology	Uses of IT beyond school	Safe use	Sticky Knowledge
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to 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*	
Class 1	use a website and a camera record sound and play back Recognise technology in school and use it responsibly (Y1) Choose appropriate tools in a program to create art, and make comparisons with working non-digitally (Doodle Art & paintz app) Y1 Explore object labels, then using them to sort and group objects by properties (Google Classroom) Y1 Use a computer to create and format text, before comparing to writing non-digitally Google Classroom) Y1	talk about some of the IT uses in their own home	use technology safely keep personal information private (Project Evolve)	Know that a camera/i-pad can store images and sounds Know where IT is used at home Keep safe

Computing: Key Stage 1 Vocabulary	
Class1	Camera, photo, sound, record, website, instructions, program, move, click, code, computer, iPad, safe, e-safety

Class 2

Computing: Key Stage 1				
Objectives can be taught through the use of the NCCE Teach Computing Units of Work				
	Algorithms	Create programs	Reasoning	Sticky Knowledge
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*	
	design and program movement of a character on screen to tell stories (Discovery Education Coding Level 1)	create a series of instructions and plan a journey for a programmable toy (Coding Critters)	predict program outcomes (Coding Critters and Discovery Education Coding)	Know how to move a simple programmable toy
	Design algorithms and programs that use events to trigger sequences of code (Discovery Education Coding Level 2)	Create and debug programs, and using logical reasoning to make predictions (Coding Critters)	predict what the outcome of a simple program will be (logical reasoning). (Coding Critters and Discovery Education Coding)	Know how to sequence simple instructions to programmable toy

	Using technology	Uses of IT beyond school	Safe use	Sticky Knowledge
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to 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*	
Class 1	use a website and a camera record sound and play back (IWB, iPad) Recognise technology in school and use it responsibly (Y1) Choose appropriate tools in a program to create art, and make comparisons with working non-digitally (Doodle Art & paintz app) Y1 Explore object labels, then using them to sort and group objects by properties (Google Classroom) Y1 Use a computer to create and format text, before comparing to writing non-digitally Google Classroom) Y1	talk about some of the IT uses in their own home	use technology safely keep personal information private (Project Evolve)	Know that a camera/i-pad can store images and sounds Know where IT is used at home Keep safe
Class 2	Choose appropriate tools in a program to create art; capture and change digital photographs for different purposes (iPad: Doodle Art, camera; Chromebook: paintz app)	Recognise technology and IT in school and how it is used responsibly to improve our world in school and beyond	know where to go for help if concerned: Trusted Adults (National Online Safety)	Know how to store and access digital content on a device. Know how tech is used in different areas in and out of school Know your trusted adults

Computing: Key Stage 1 Vocabulary	
Class1	Camera, photo, sound, record, website, instructions, program, move, click, code, computer, i-pad, safe, e-safety
Class 2	Code, data, computer, program, algorithm, click event, click start, debug, property, run, information, technology, trusted adult, stranger, online, post, e-safety, digital devices (iPad, camera, Chromebook, PC, games console), log on/off, password, screen, username, image

Class 3

Computing: Class 3					
Objectives can be taught through the use of the NCCE Teach Computing Units of Work					
	Create programs	**Develop programs**	**Reasoning**	**Networks**	**Sticky Knowledge**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*	
Class 3	write programs that accomplish specific goals (Discovery Education Coding Level 3) AND/OR Create sequences in a block-based programming language to make music (Scratch)	design a sequence of instructions, including directional instructions (Discovery Education Coding Level 3 and Botley 2.0)	*Met through the lessons with:* Discovery Education Coding Level 3 and Botley 2.0 Programmable Robots	navigate the web to complete simple searches Identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	**Know how to program directional instructions** **Know how to search for information online**

	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	
Class 3	Creating documents by modifying text, images, and page layouts for a specified purpose (Google Docs, Google Draw, Adobe Spark?)	understand what computer networks do and how they provide multiple services Capture and edit digital still images to produce a stop-frame animation that tells a story (iPad-iMotion) Build and use branching databases to group objects using yes/no questions (j2e.com)	use technology respectfully and responsibly Know different ways they can get help, if concerned (Project Evolve)	Know how to collect and simply present information Use the internet safely

Computing: Key Stage 2 Vocabulary	
Class 3	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, database, branching, stop-frame animation, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content

Class 4

Computing: Class 4					
Objectives can be taught through the use of the NCCE Teach Computing Units of Work					
	Create programs	**Develop programs**	**Reasoning**	**Networks**	**Sticky Knowledge**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*	
Class 4	Use block-based programming language to explore count-controlled and infinite loops when creating a game Use programmable technology to control an external device (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	experiment with variables to control models develop a program that has specific variables identified (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	make an accurate prediction and explain why they believe something will happen (linked to programming) (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	know how to search for specific information and know which information is useful and which is not Recognise the internet as a network of networks including the WWW, and why we should evaluate online content (Y4) Recognise IT systems around us and how they allow us to search the internet (Y5)	**Know how to program an external device using online programming** **Know how to distinguish between useful and fake online information.**

	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	
Class 4	select and use software to accomplish given goals Capture and edit audio to produce a podcast, ensuring that copyright is considered (Audacity) Manipulate digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled (Chromebook-paint.net app)	produce and upload a podcast (Audacity) Produce a multimedia presentation (Google Slides) Recognise how and why data is collected over time, before using data loggers to carry out an investigation (iPad-Data logger app) Manipulate digital images (paint.net app) Use a database to order data and create charts to answer questions (J2e.com) Y5	recognise acceptable and unacceptable behaviour using technology understand that they must make choices when using technology and that not everything is true and/or safe (Project Evolve)	Know how to publish sound and multimedia presentation Know their responsible choices online

Vocabulary	
Class 4	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content *Transition, share, code block, variable, position, design, embed, hyperlink, insert, copyright, bot, influencer, live stream, pop ups, sponsored, upload*

Class 5

Computing: Key Stage 2					
Objectives can be taught through the use of the NCCE Teach Computing Units of Work					
	Create programs	**Develop programs**	**Reasoning**	**Networks**	**Sticky Knowledge**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*	
Class 5	write a program that combines more than one attribute (Discovery education Coding L5/6) use technology to control an external device (Lego WeDo) Design and code a project that capture inputs from a physical device (Lego WeDo; micro:bits)	develop a sequenced program that has repetition and variables identified (Discovery Education Coding L5/6; Lego WeDo; Micro:bits)	design algorithms that use repetition and 2-way selection analyse and evaluate information reaching a conclusion that helps with future developments (Discovery Education Coding L5/6; Lego WeDo; Micro:bits)	Identify and explore how data is transferred and information is shared online	**Know how to program an external device with variables, repetition** **Be able to analyse for improvements**

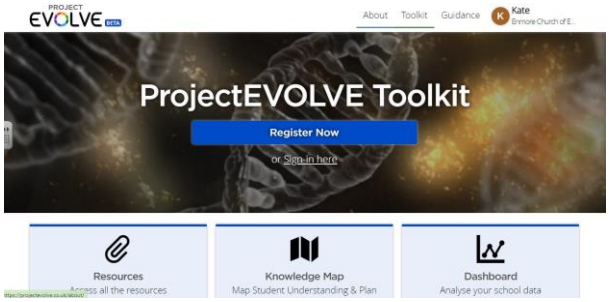
	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	
Class 5	understand how search results are selected and ranked be aware that some search engines may provide misleading information Design and create webpages, giving consideration to copyright, aesthetics, and navigation (Google Sites)	present the data collected in a way that makes it easy for others to understand Plan, develop and evaluate 3D computer models of physical objects (Tinkercad) Website design (Google Sites) Answer questions by using spreadsheets to organise and calculate data (Google Sheets) Plan, capture and edit video to produce a short film (Microsoft Video Editor? OR iMovie) Y5 Create images in a drawing program by using layers and groups of objects (Google Drawings) Y5	Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable understand that they must make choices when using technology and that not everything is true and/or safe (Project Evolve)	Know the difference between misinformation and disinformation Knowing how to present information based on audience and topic. Know the dangers of online

Computing: Key Stage 2 **Vocabulary**	
Class 5	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content Transition, share, code block, variable, position, design, embed, hyperlink, insert, copyright, bot, influencer, live stream, pop ups, sponsored, upload *Gif, hacked, reliable, loop, CAD, JPEG, stop-motion, .data privacy, repetition, digital footprint, online reputation, scammers, report, privacy settings*

Subject Implementation

Planning

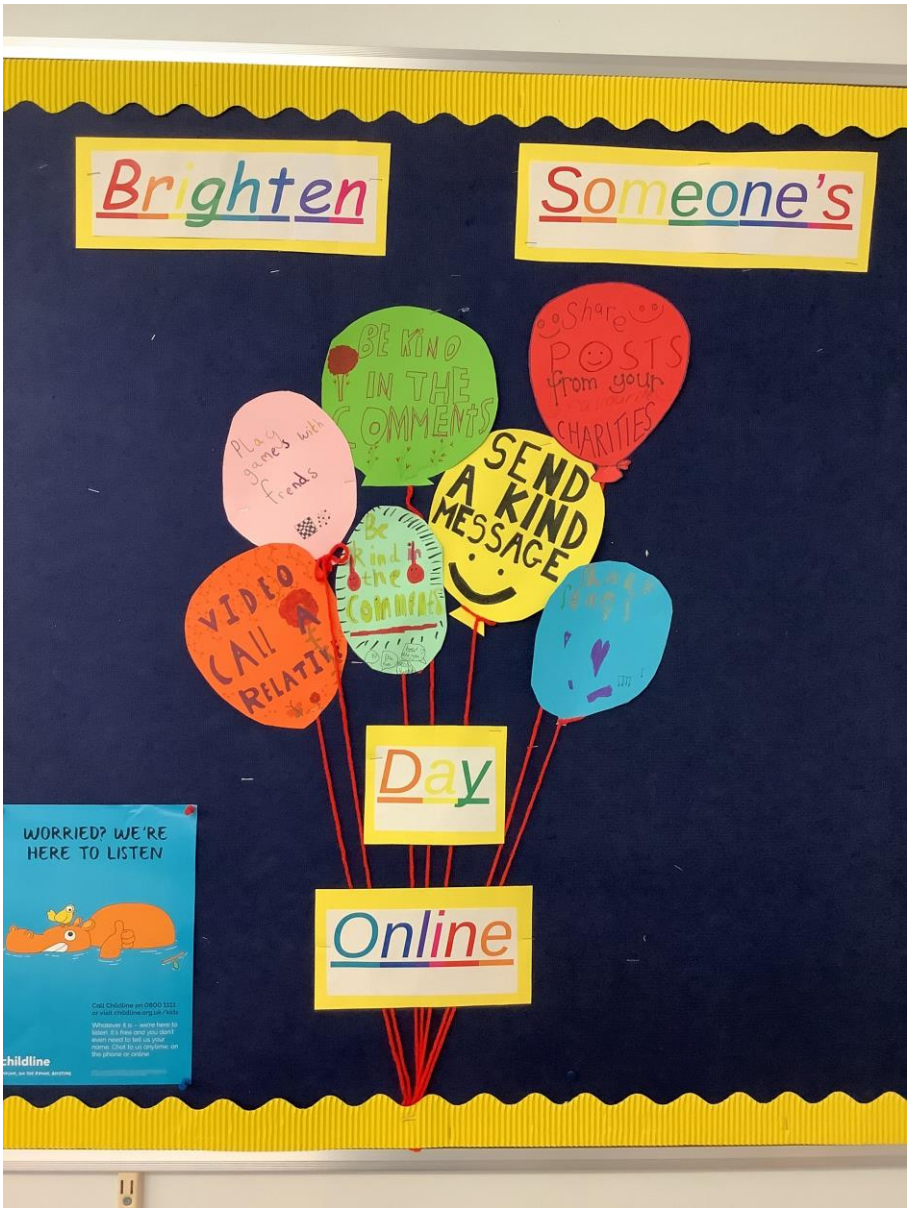
We use the Project Evolve Online Safety Scheme. The online safety curriculum is taught throughout the school covering varying aspects of Online safety at least twice a term.



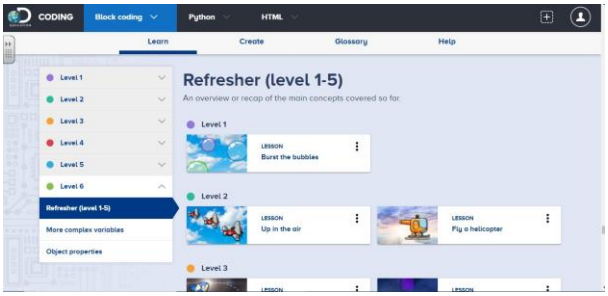
Progression of Online Safety taught through Project Evolve found here.


Trusted Adults
Mr Green
Mrs Brown
Mrs MacRae

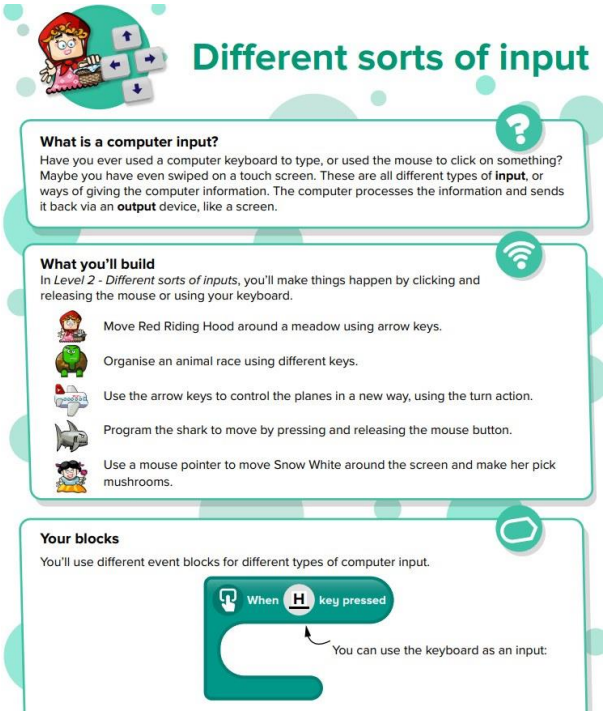

Stop Cyber Bullying
Scenario 3
In the class group chat, everyone talks about one of the boys as it he's really annoying. The boy took you're ignores it and doesn't want to talk to the teacher about it. He asks you not to say anything either. You think he's trying to hide how upset he is.
What could you do or say?
Scenario 2
someone shows you a video on their mobile. It's an embarrassing video of a boy in your class. It's clear the boy thought he was alone and didn't know he was being filmed.
What could you do or say?
Scenario 1
A boy guesses a girl's gaming password. He logs into her account and steals all her gaming items. At school, he tells her that "Girls are too stupid to game". Other girls are angry and ask the boy to apologise and give back the items but he refuses. The girl wants to keep playing the game and make sure it doesn't happen again.
What could you do or say?
Scenario 4
An anonymous account keeps sending upsetting pictures to your friend. They've tried ignoring it but it's really getting them down. They haven't told their parents because they're worried they'll take their account away.
What could you do or say?
childline
Online Bullying
EVOLVE



A broad range of coding is taught throughout the school through the Discovery Education Coding programme. Each level is a progression; Year 1 would begin at Level 1 moving up the school to Level 6 in year 6.



Examples of the progression of Discovery Education Coding are included here:



Sequence and animation

What is a sequence?

A **sequence** is a set of actions that happen in a particular order. You can program a sequence by putting blocks of code together in the order that you would like them to happen.

What you'll build

In *Level 3 - Sequence and animation*, you'll program sequences to create simple animations and simulations. You'll decide what should happen first, what happens last, and the order of everything in between!


Code a sequence of commands to fly a rocket through space.


Create an animated scene by coding more than one sequence.


Use the timer event to control your sequence and build a race in space.


Combine timer events to program a set of traffic lights.

Your blocks

Placing the blocks in a chain creates a sequence.

You can control the timing of a sequence by using:

Introduction to variables

What's a variable?

Variables are used to store information, like game scores and time.

A **variable** is like a box with information inside. You give it a name (like 'score') and then you can get the computer to look in the box whenever you want the information to be used. For instance, you can tell the computer to add a point every time you hit a target in your game or display a message when you get to ten.

What you'll build

In *Level 4 – Introduction to variables*, you can use variables to build some fun games.


Let the player earn points by popping balloons or catching coconuts.


Earn points or lose points by choosing different foods.

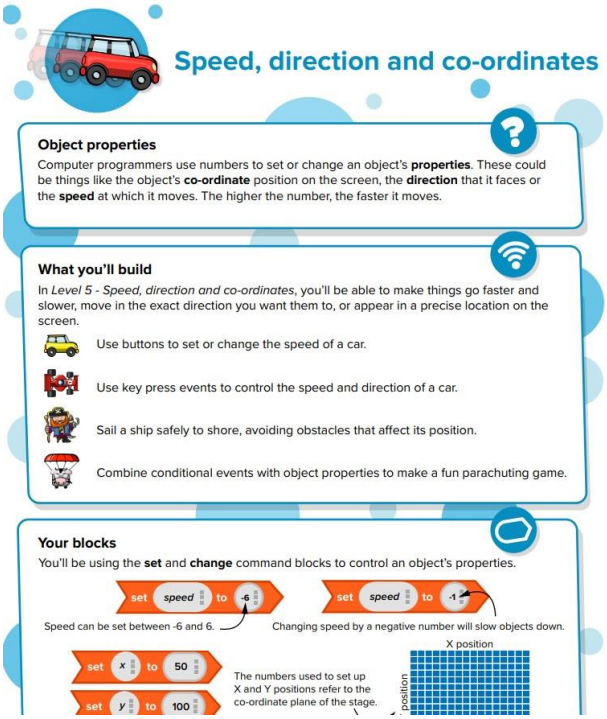

Count items and add up totals in a shopping game.

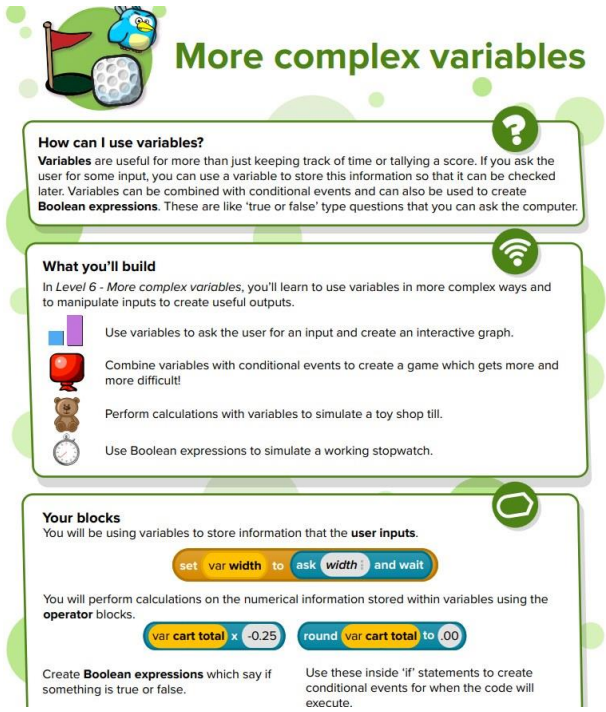

Make a pirate treasure-hunt game where you can earn points, lose points and have your entire score wiped out if you are unlucky!

Your blocks

You can **change** and **set** different values using variables.

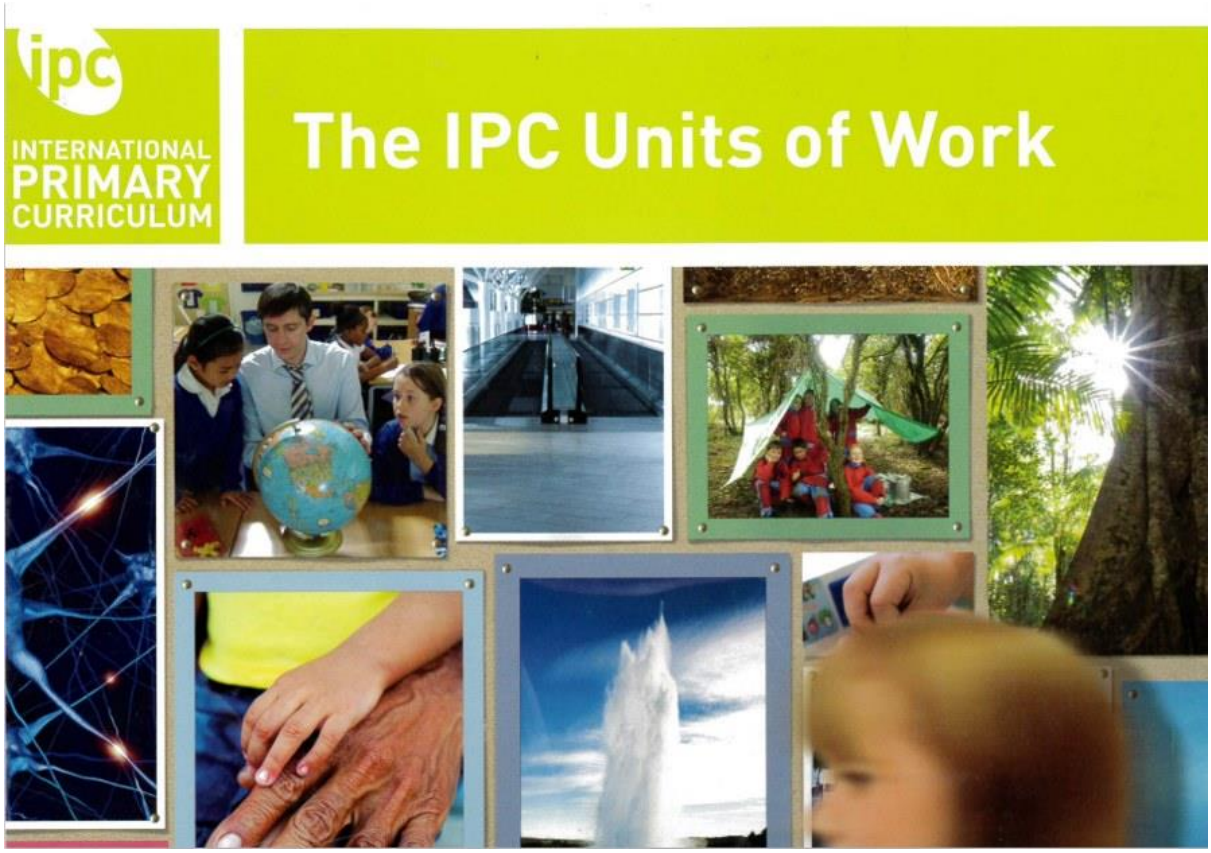
You will write code to say **when** to set or change the variable. This could happen:





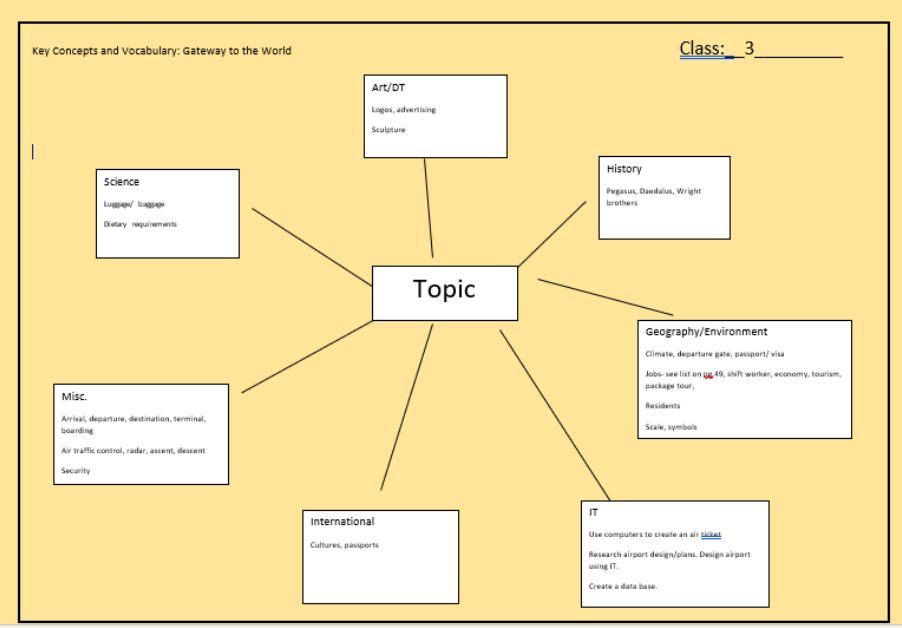
We teach programming toys through Coding Critters (Class 1), Botley 2.0 (Classes 2 and 3) and the WeDo 2.0 Lego app and building programme (Classes 4 and 5).

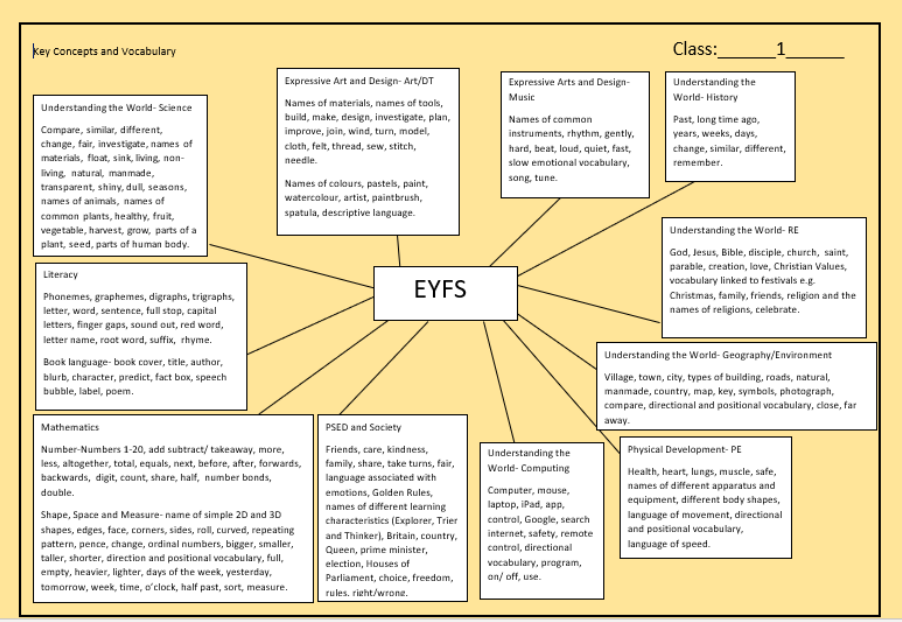
IPC units will also have integrated computing skills taught through topics.



This subject is generally taught in discrete lessons following topics from the International Primary Curriculum. The objectives within the National Curriculum have been cross- referenced with the IPC to ensure coverage.

For each topic, class teachers will produce a Key Concepts and Vocabulary Overview:





Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:

	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15
Mon	Assembly		SUBJECT					SUBJECT					SUBJECT WALT:						
Tues			SUBJECT					SUBJECT					SUBJECT WALT:			SUBJECT WALT:			
Wed			SUBJECT					SUBJECT					SUBJECT WALT:					SUBJECT WALT:	
Thur			SUBJECT					SUBJECT					SUBJECT WALT:					SUBJECT WALT:	
Fri			SUBJECT					SUBJECT					SUBJECT WALT:			SUBJECT WALT:			

Examples of Work & Subject Impact

Class 1 Examples:

Class 1 using Doodle Art app on the ipads to create digital art for Bonfire Night


AH

Learning to record and then describe their journey around the school grounds. They collected objects, stuck them on a sheet in sequence. They took photos of their location using iPads and then attached them to their sheet once they had been printed.

Class 1 Online safety lesson

Children's comments:

How do we use computers?

ELG (Understanding the World, Technology) - Children recognise that a range of technology is used in places such as the home and schools. They select and use technology for particular purposes.

“You can pay bills. That’s what my daddy does.”

“We can make calls”

“We can play games on the computer.”

“We can write words on it.”

“I do spellings on it.”

“You watch YouTube.”

How can we keep ourselves safe and what should we do if we have a problem?

ELG (Physical Development, Health and Self-care) – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

“Make sure we don’t talk to people, like robbers.”

We should cut people off if we don’t know them.”

“We should switch it off.”

“You should tell your mummy or daddy.”

“I play Fortnite but I don’t talk to anyone.”

“You can hear people on Road Blocks, but I don’t hear anyone or talk to anyone.”

These children had never used this toy before. It was a challenging toy to control as the remote requires you to make the wheels move on the opposite side of the vehicle to which you want to turn. This was their first play with it and so it was offering quite a challenge, They had to build their vehicle on a mechanical base (with their partner). They then explored how to make it move and built their own little obstacle course. From my observations and discussion with them, I believe a lot of learning took place. They understood that it was powered by batteries and that the remote controlled their vehicle (and that certain settings needed to be made for the controllers to control the correct vehicle). They recognised that there were some things that they found challenging and could say what they had to do to overcome those challenges e.g. getting their remote closer to their toy, pointing it in the correct direction, following it closely so that their remote stayed close.

Children are meeting age related expectations in these videos using remote toys.

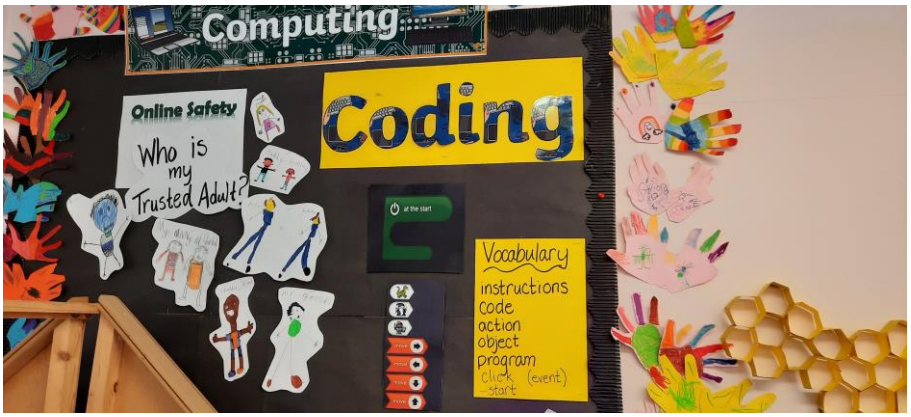
Learning how to use a camera to take photos of the chicks.

Reception children learning to take photos on the iPads. They will use these photos to make an autumn picture (I will print them out and they will be part of a collage). This child in the image needed support to hold the iPad as he struggled to hold it still and get his thumb on the shutter button. This was a brand new skill for him.

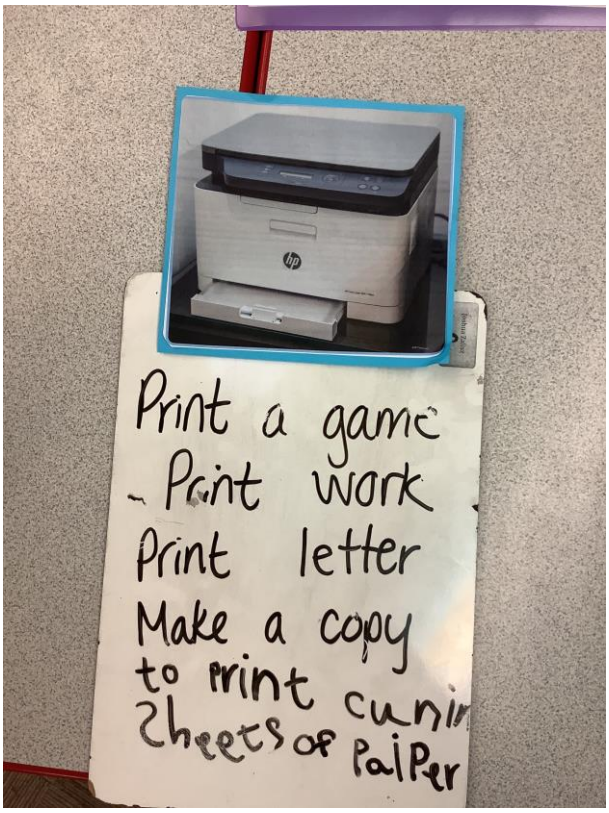
*2 - **Class 1 used Doodle Art app on the iPads to create some Digital Art on their Space topic.***

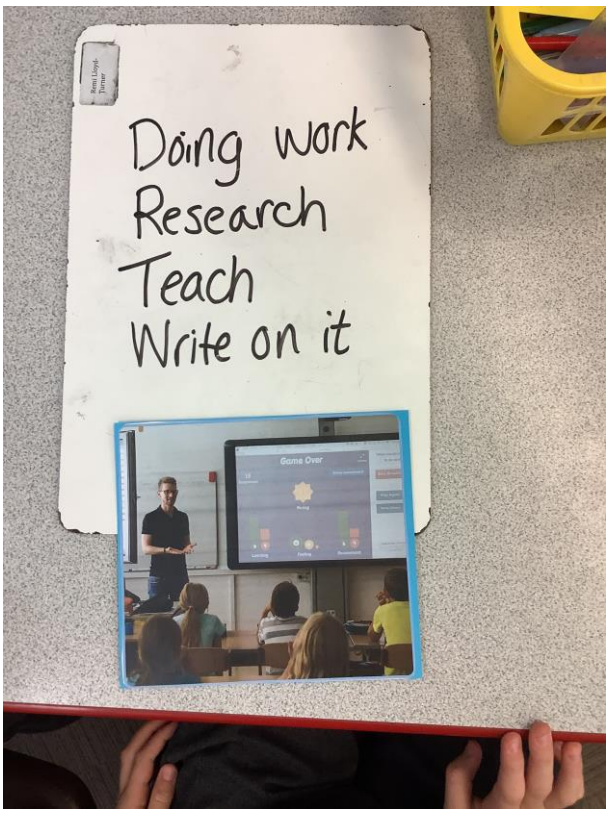
Class 2 Examples:

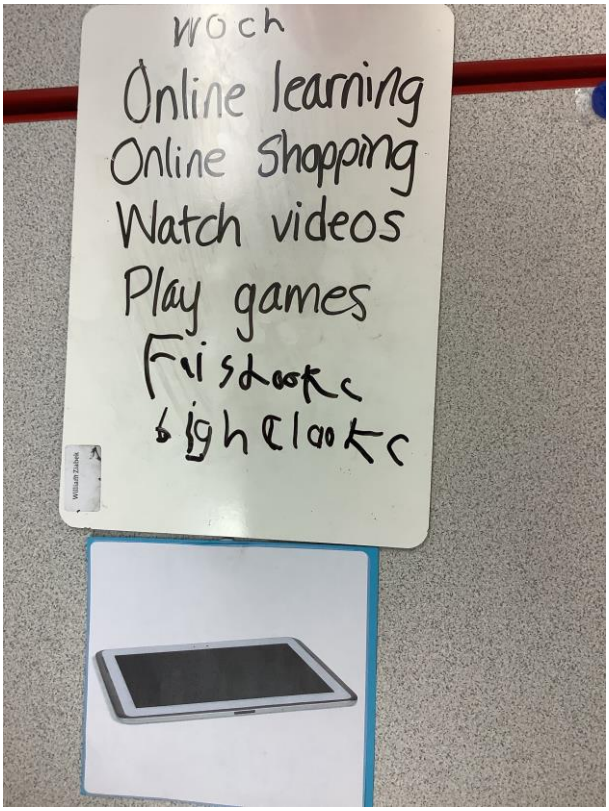
Class 2 examining and exploring how we use IT outside of school: scanning barcodes at a shop.

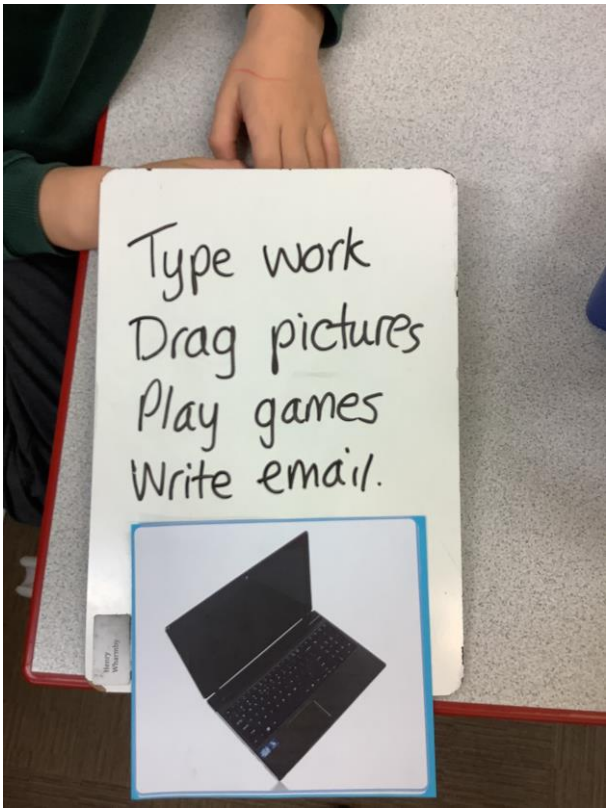


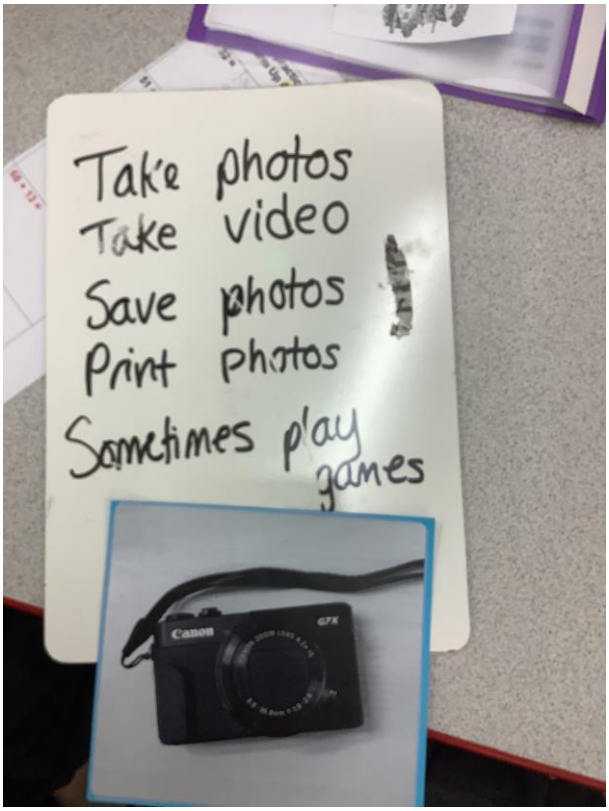
Class 2 looked at the use of IT around us and why they might be important in our lives for different reasons.

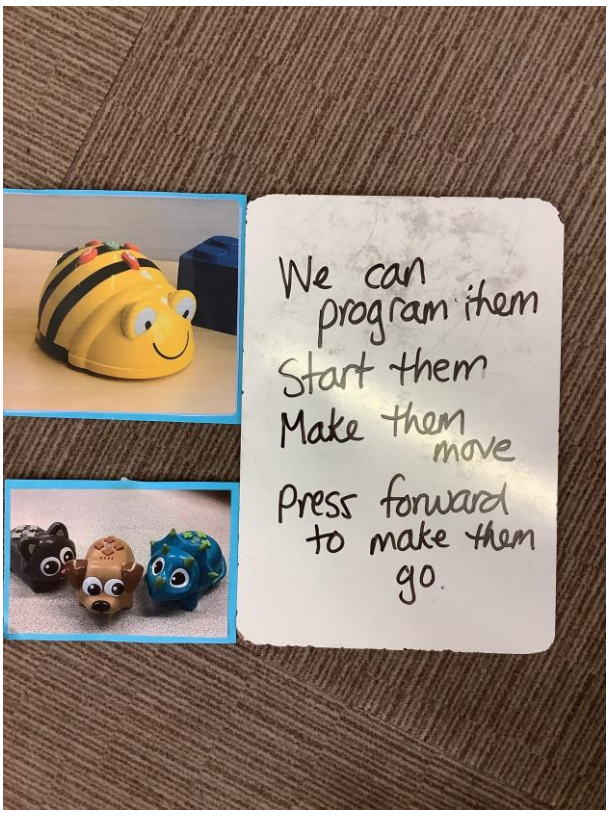




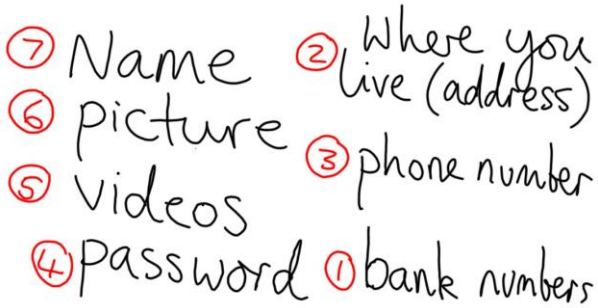

Online learning
Online Shopping
Watch videos
Play games


Type work
Drag pictures
Play games
Write email.


Take photos
Take video
Save photos
Print photos
Sometimes play games
Canon
G7X


We can program them
Start them
Make them move
Press forward to make them go.

*3 - **Using a design program online to create a tartan linked with IPC unit.***



*4 - **WALT: know what we should and should not share online.***

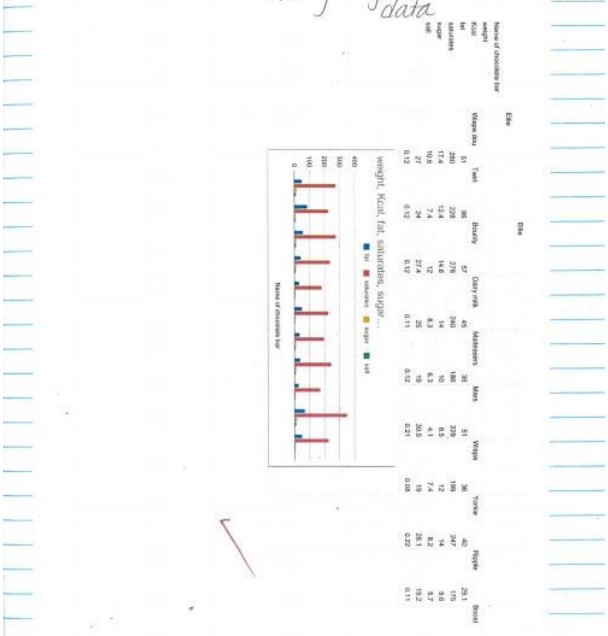
Class 2 discussed what would be safe and unsafe to share online. Together they ranked which would be most unsafe to least unsafe.

Class 3 Examples:

Class 3 work with Botley 2.0 programmable toy to create programs that allow the toy to move around objects. See examples below of children working at age-related expectations.

Class 3 Autumn Term 1 2019

*using 'Google sheets' to present data



Class 3 - research - using search technology safely

The great age of Exploration.

About 500 years ago explorers started to explore the world.They would become famous for all of the spices that they brought home.

Henry the Navigator.

Henry the Navigator was a portuguese prince. He opened up a school for sailors. One of the students that he taught got all of the way to the spice islands.

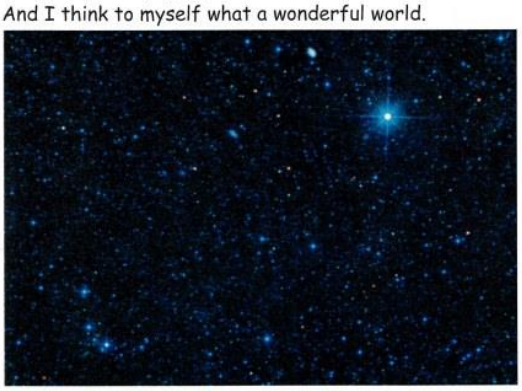
Christopher Columbus

Christopher columbus explored America by accident.

Class 3 :- saving, retrieving
- putting text and images together

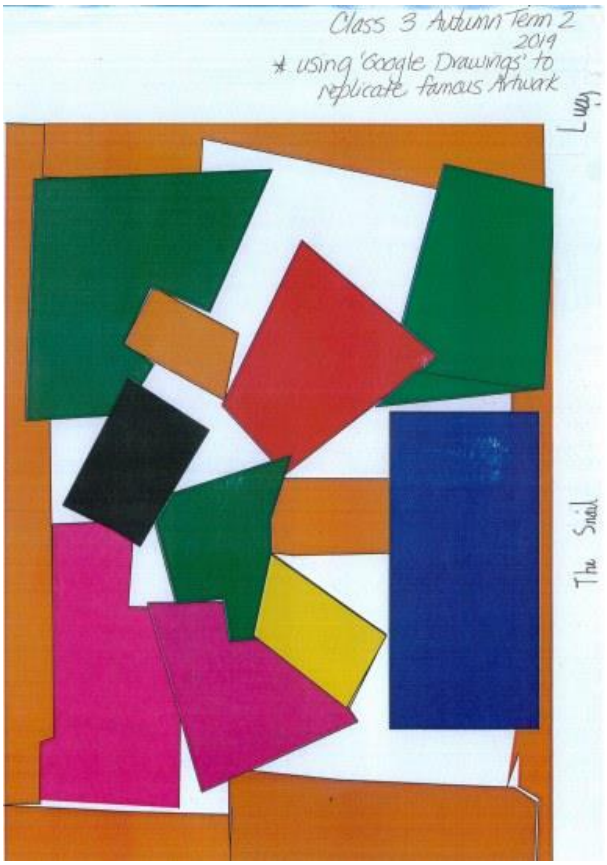
Wonderful World

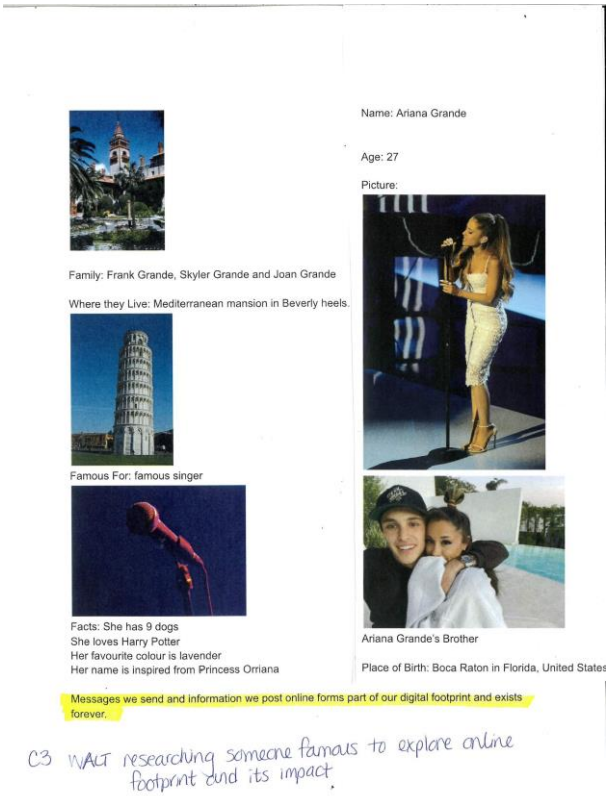
I see stars arriving and the moon going bie
I see children playing outside
And I think to myself what a wonderful world.



I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world.

*5 - **Class 3 pupil meeting age related expectations when adding text and images to a Word document.***





Name: Ariana Grande

Age: 27

Picture:

Family: Frank Grande, Skyler Grande and Joan Grande

Where they Live: Mediterranean mansion in Beverly heels.

Famous For: famous singer

Facts: She has 9 dogs
She loves Harry Potter
Her favourite colour is lavender
Her name is inspired from Princess Orriana

Ariana Grande's Brother

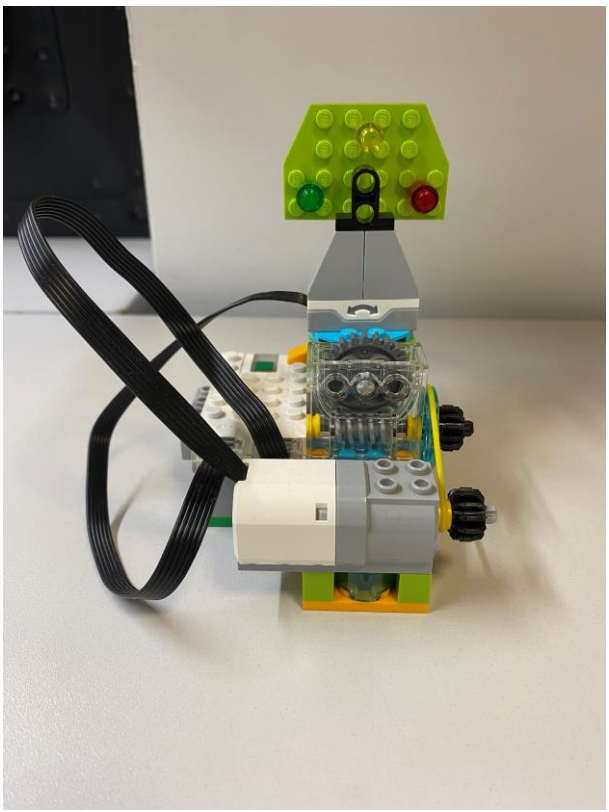
Place of Birth: Boca Raton in Florida, United States

Messages we send and information we post online forms part of our digital footprint and exists forever.

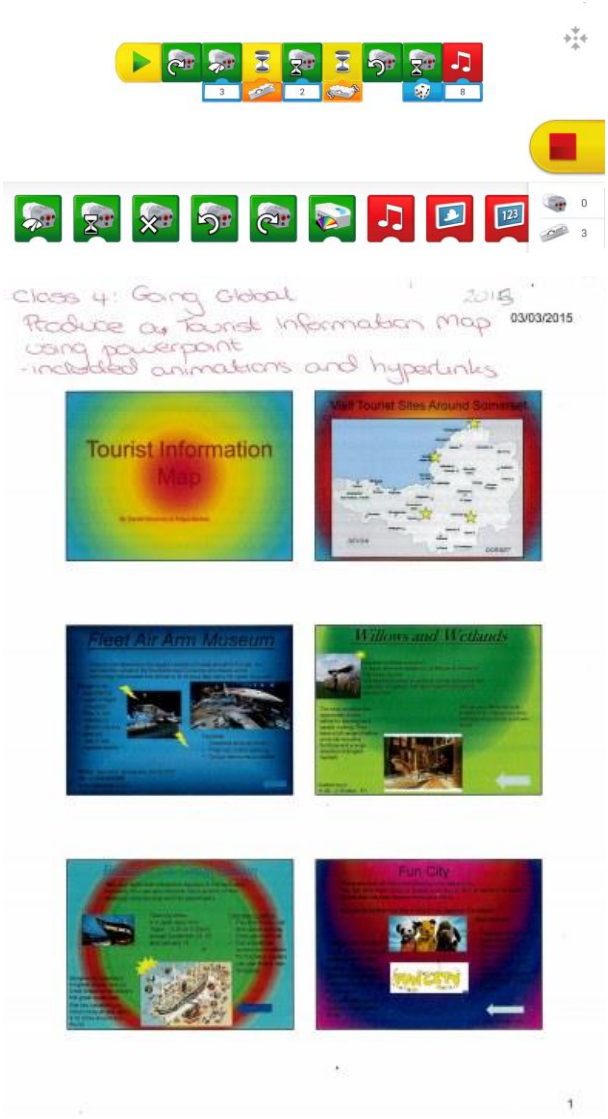
C3 WALT researching someone famous to explore online footprint and its impact.

6 - Safeguarding and Online Safety display Autumn 2021 in Class 3 discussing safe and trusted adults, as well as trusted strangers.

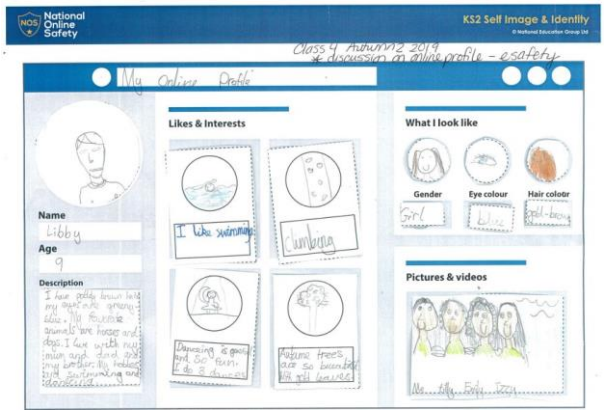
Class 4 Examples:



*8 - **LEGO Programming***



*9 - **Age related expectations for creating a multi-media presentation on Google Slides***



*10 - **Example of work meeting age related expectations in Online Safety.***

Class 5 Examples:

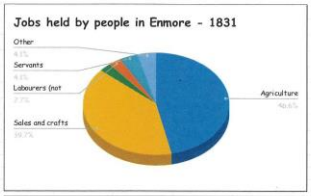
Class 5 Autumn 2
* using 'Google ~~Docs~~ Sheets' to present data on School Fundraising Event

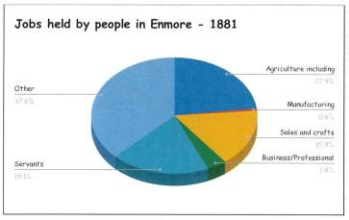
	c1	c2	c3	c4	c5	Daily Total
Monday	33	60	62	72	64	291
Tuesday	12	22	32	13	19	98
Wednesday	32	57	145	71	42	347
Thursday	0	0	0	12	12	24
Friday	12	40	39	58	15	164
full total						924

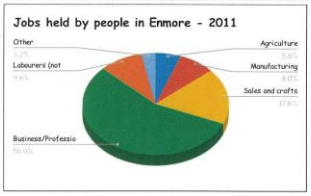
*11 - **Meeting age related expectation in Class 5 with processing, collecting and presenting data using Google Slides.***

C5 presenting data using Google sheets

Occupation	1831	1881	2011
Agriculture including labourers	34	36	7
Manufacturing	0	1	10
Sales and crafts	29	25	22
Business/Professionals	2	6	70
Labourers (not farming)	2	0	12
Servants	3	30	0
Other	3	59	4

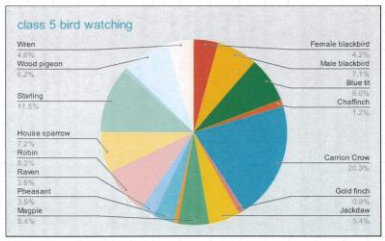






C5 provide data and present using Google sheets
'Bird Watch'

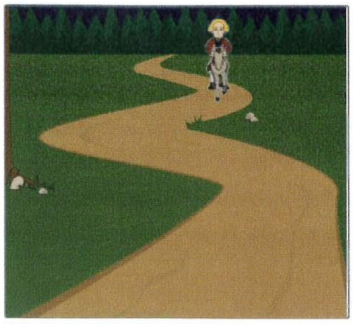
	total	I saw
Barn owl	0	2
Female blackbird	36	0
Male blackbird	60	1
Blue tit	68	5
Chaffinch	10	2
Carrion Crow	173	0
Green finch	2	0
Gold finch	8	0
Jackdaw	46	1
Magpie	46	2
Song thrush	7	2
Pheasant	30	2
Raven	22	0
Robin	70	1
House sparrow	61	0
Starling	98	0
Tawny owl	1	0
Yellow wagtail	4	0
Wood pigeon	70	1
Wren	39	0
Yellow hammer	0	0



C5 - using online storyboard program

The highwayman

Updated 13/01/2021

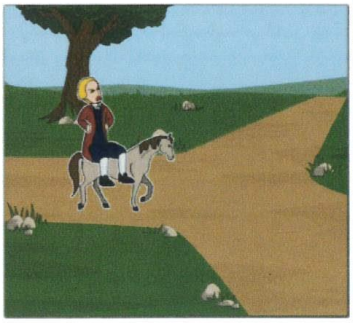


We meet the highwayman and there is description about the scene and he is riding to an old inn.

The highwayman comes to see Bess, the landlord's daughter, because they love each other. He tells her that he will be back. Meanwhile, an ostler named Tim listened. He told King George where the highwayman would be.

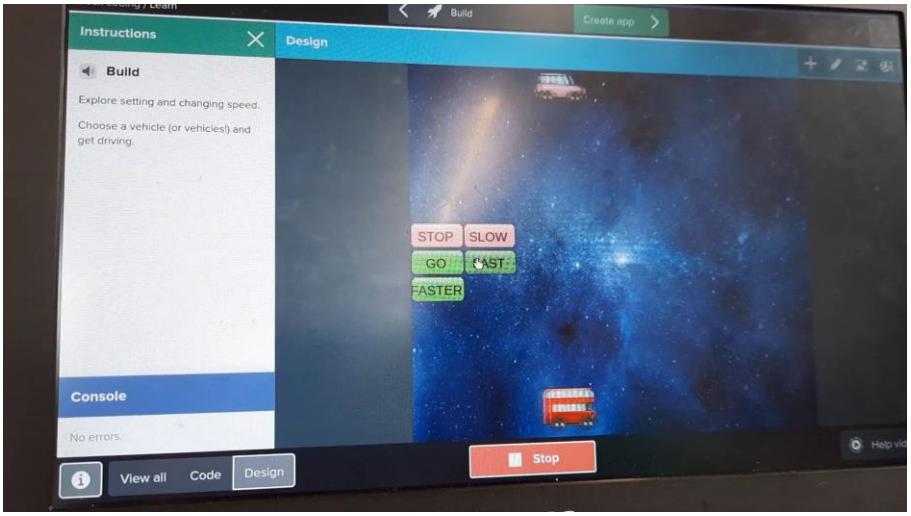
King George's men came to the inn and tied up Bess. They put a musket under her breast.

The highwayman was coming back and Bess shot herself to save the highwayman. The highwayman fled back to the west at the sound of the gunshot.



When the highwayman found out he flew in a rage and went back to the in screaming curses. He got shot down by the King's men.

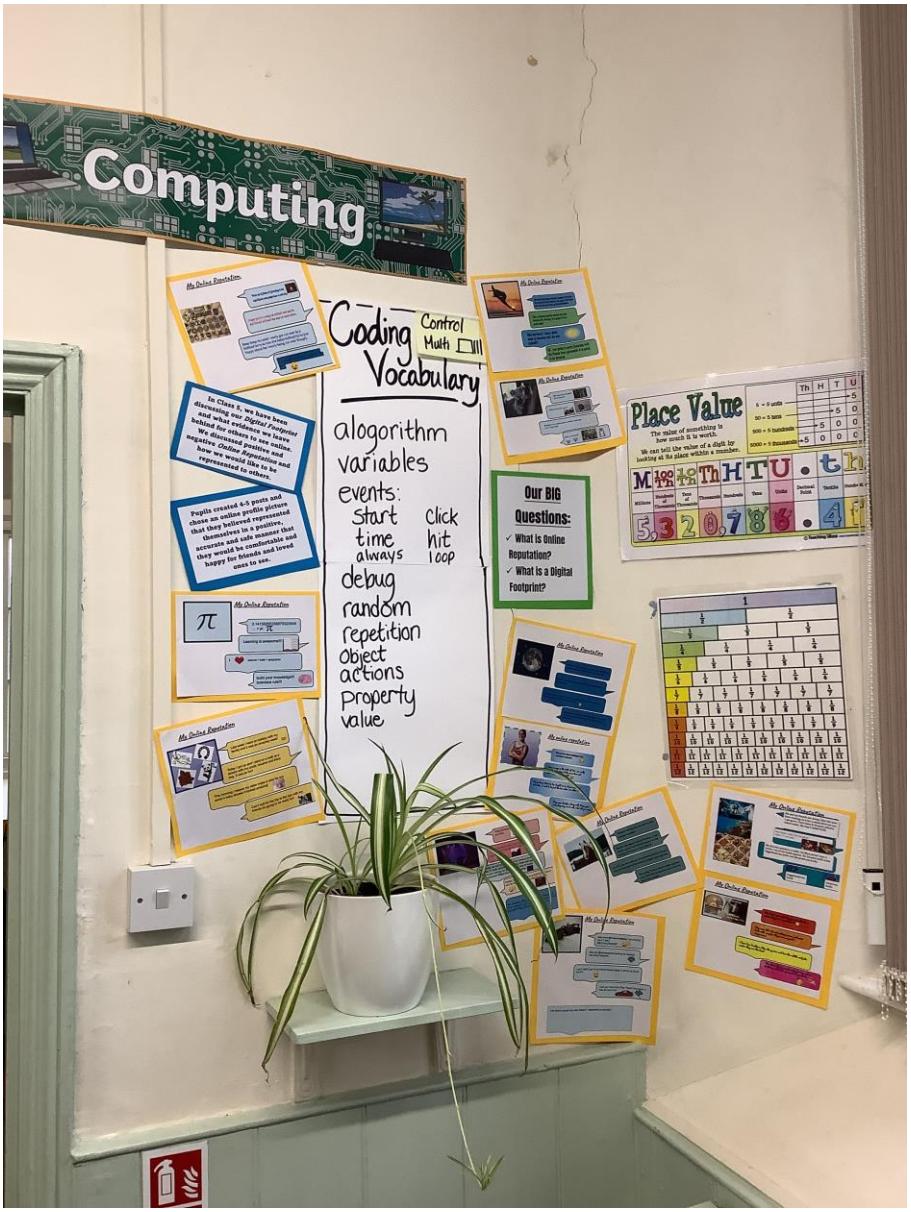
It says that the highwayman still comes and sees Bess even though they are dead.



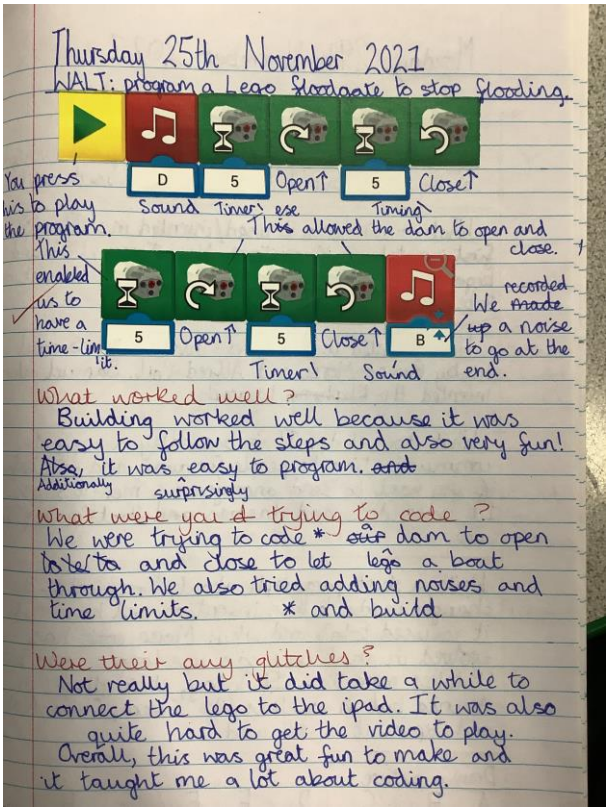
https://sway.cloud.microsoft/fFPeJlHCyPBHx34t#content=Hf70GfAIJBtymw

12 - ***Coding Level 5***

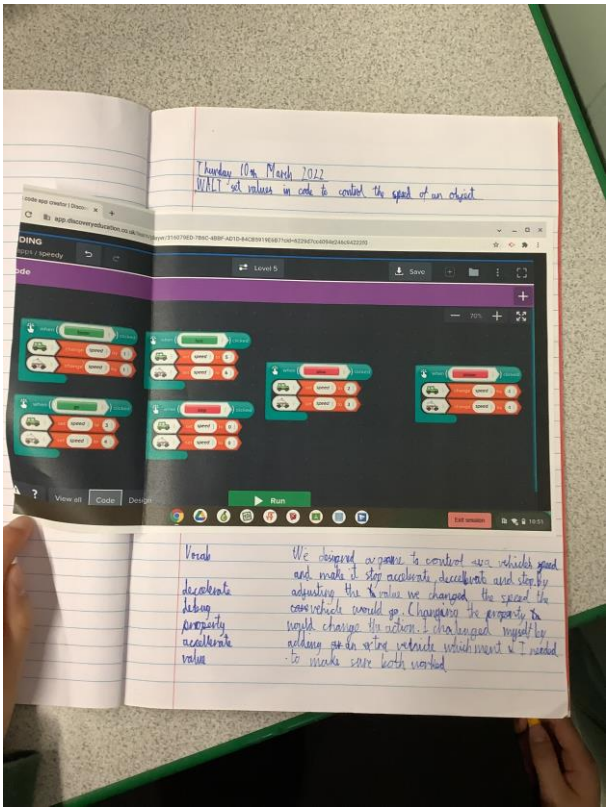
Class 5 created, edited and produced a silent film based on the life of George Melies, inspired by the novel Hugo.



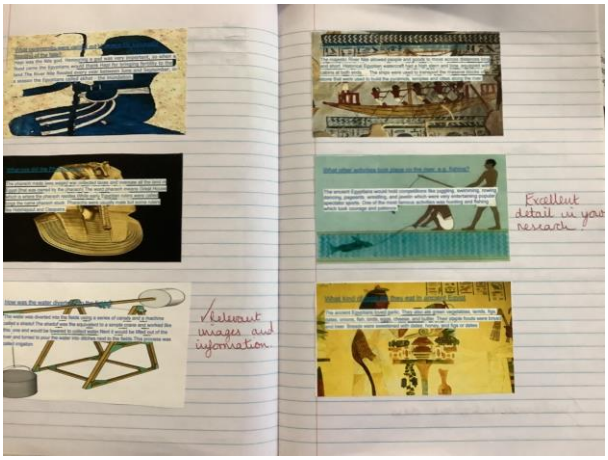
*13 - **Class 5 Computing display: includes Coding vocabulary and Online safety lessons***



*14 - **Lego programming linked to the IPC Topic of Rivers and Flooding. Pupils build a dam then programmed the dam to open and close using a coded algorithm on the Lego WeDo app using iPads. They also reflected on what went well and what was challenging or difficult and how they could improve it for next time.***



*15 - **Discovery Education Coding Level 5. Changing speed and direction. Pupils used a code to create variables, properties and values to control the speed of an object. They discussed acceleration and deceleration.***



16 - ***Using Google Slides, pupils in Class 5 created a presentation for the River Nile and on the Effects of Plastics in our oceans. Both were linked to work done in Topic IPC units and English topics: Rivers and Flooding and Persuasive writing***