



Computing

Curriculum Overview

2021-22

Our Lady's Catholic Primary School

Reception		
Topics	Statutory Framework	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Technology & Me: This unit helps children to make sense of and explore the technology around them. The children will get to experience a range of technology/ equipment, including digital cameras, iPads, video cameras, microscopes and sound recorders</p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UK Council for Internet Safety (UKCCIS) 'Education for a Connected World Framework'</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Mandatory Skills</u></p> <p>1 I can do the basics with technology. 2 I can go online. 3 I can use a camera. Computer Science 4 I can explain an algorithm. 5 I can explain sequencing. 6 I can give instructions to a programmable toy.</p> <p><u>Information Technology</u></p> <p>7 I can select and use technology for particular purposes.</p> <p><u>Digital Literacy</u></p> <p>8 I can discuss the use of technology in the world around me. 9 I understand that people can talk to each other (communication) online. 10 I can use a search engine. 11 I can discuss the rules for staying safe online. 12 I know online content is made and belongs to someone.</p>
<p><u>SPRING</u></p> <p>Robots: This unit gives children their first taste of computing (computational thinking and coding). The children will learn new skills and practice giving instructions to complete tasks. Includes a range of continuous provision activities.</p> <p>Animal Safari: This unit helps children use iPads/tablets independently to collect and record information. The children will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart. Includes a range of continuous provision activities.</p>		

<p style="text-align: center;">SUMMER</p> <p>Pretty Pictures: In this unit children will learn how to take photos, record video and record audio. These are important skills that will enable them to document their own learning and idea</p> <p>Beats & Rhythms: The children will use simple sound recording apps and music creation apps to make their own musical loops. Bags of fun for little DJs.</p> <p>Shape Hunt: The children will use cameras or iPads to photograph shapes and colours from about the school and outdoor area.</p>		
Year 1		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p style="text-align: center;">AUTUMN</p> <p>Modern Tales: Using the vehicle of the children's stories, the children will learn to navigate the rules of online safety and communication. The children will make animations based on an online situation they may encounter.</p> <p>What is a Computer?: In this unit children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks. The children will be able to see the inner working of a computer and build their own. Includes a range of continuous provision activities.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go 	<p><u>Mandatory Skills</u></p> <p>1 I can do the basics with technology.</p> <p>2 I can take a good quality photograph and video on an iPad/digital camera.</p> <p><u>Computer Science</u></p> <p>3 I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</p> <p>4 I can create algorithms that can be turned into a program using a robot or digital device.</p> <p>5 I can independently debug simple sequence errors in a program.</p> <p>6 I can use logical reasoning to predict the outcome of simple programs.</p> <p><u>Information Technology</u></p>
SPRING		

<p>Mini-Beasts: Children will use technology to classify mini beasts. In this activity the children will learn about gathering and presenting information. They will then make their own David Attenborough style nature documentary. Includes a range of continuous provision activities.</p> <p>Animate with Shapes: Children will learn the basic skills of stop frame animation and produce a simple animated movie.</p>	<p>for help and support when they have concerns about content or contact on the internet or other online technology</p>	<p>7 I can use technology to create and present my ideas. 8 I can organise and store my digital work. 9 I can collect and sort data. <u>Digital Literacy</u> 10 I can recognise the ways we use technology in our classroom, my home and community. 11 I can use a search engine. 12 I understand something online may upset and know where to find help if anything does, 13 I can communicate politely via the internet. 14 I understand that once something is posted you lose control if it. 15 I can describe how to behave online in ways that do not upset others and can give examples. 16 I know the rules of using technology at home or in school. 17 I can explain what personal information is and give examples of it. 18 I am aware that content online is owned by the person that created it.</p>
<p style="text-align: center;">SUMMER</p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</p> <p>Drawing Maths: This activity blends art and maths. The children will master an art app while exploring shape, numbers and problem solving.</p>		

Year 2		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p style="text-align: center;">AUTUMN</p> <p>Online Buddies: This activity will explore what friendship means online. The children will learn about the do and don'ts of communicating over the internet.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and 	<p><u>Mandatory Skills</u></p> <p>1 I can save, share and retrieve my digital work. 2 I can use technology to organise and present my ideas. <u>Computer Science</u></p>

<p>Code a Story: The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.</p>	<p>that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school <p>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 technology</p>	<p>3 I can plan out an algorithm with a sequence of commands to carry out specific tasks. 4 I can identify ‘bugs’ in computer programs and use the term debug in context. 5 I can create a simple repeat loop. 6 I can create a simple game program. 7 I can predict the outcome of a sequence of blocks in Scratch.</p> <p><u>Information Technology</u></p> <p>8 I can use design and formatting to enhance my digital work. 9 I can create with technology. E.g. Video, animation, 3D 10 I can collect and record data purposefully.</p> <p><u>Digital Literacy</u></p> <p>11 I can give examples of how technology is used to communicate beyond school. 12 I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image) 13 I can use online services to communicate safely. (Online Relationships) 14 I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) 15 I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) 16 I can use a search engine and I am aware that not everything I read online is true. (Online Bullying) 17 I know the rules of using technology at home or in school. (Health well-being) 18 I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)</p>
<p style="text-align: center;"><u>SPRING</u></p> <p>Story Land: The children take the role of authors to write the sequel to popular children’s stories. They then create illustrations for their story and record them self reading it in order to create an audiobook to publish online. Heads Up!: The children play a computing focused game of charades and then create their own version.</p>		
<p style="text-align: center;"><u>SUMMER</u></p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'. Maths Madness: The children take part in a maths scavenger hunt and then create their own version by creating QR codes and maths videos.</p>		

19 I am aware that content online is owned by the person that created it. (Copyright)

Year 3

Topics	National Curriculum	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Online Detectives: This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges.</p> <p>Dancing Robot: The children will use some of Scratch Jr's more advanced coding blocks to create their own interactive dancing robot game. The children will learn the important skills of critical thinking, problem solving and debugging.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><u>Mandatory Skills</u></p> <p>1 I can troubleshoot when something doesn't appear to be working with my device.</p> <p>2 I can discuss different types of digital content and file types.</p> <p><u>Computer Science</u></p> <p>3 I can plan, create and debug programs.</p> <p>4 I can use decomposition to help me solve computing problems.</p> <p>5 I can use sequence, selection, repetition and variables in programs.</p> <p>6 I can work with various forms of input and output.</p> <p>7 I can use logical reasoning to predict and correct errors in algorithms and programs.</p> <p>8 I can explain how the internet works.</p> <p>9 I can explain how a search engine works.</p> <p><u>Information Technology</u></p> <p>10 I can improve the quality and presentation of my work.</p> <p>11 I can create with technology. E.g. Video, animation, 3D</p> <p>12 I can collect, analyse, evaluate and present data and information.</p> <p>13 I can use advanced search tools.</p> <p><u>Digital Literacy</u></p> <p>14 I know how to use the internet.</p> <p>15 I can analyse information and make accurate searches.</p> <p>16 I understand the need for copyright and the consequences of ignoring it.</p>
<p><u>SPRING</u></p> <p>Rainforests: The children will explore rainforests through new Virtual Reality (VR) apps. They will also create their own interactive learning games for younger children to play.</p> <p>Keyboard Adventures: In this activity the children will master the art of using a keyboard and short cuts with a series of fun activities.</p>		
<p><u>SUMMER</u></p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</p>		

<p>T-Shirt Designer: The children will become illustrators and design their own t-shirts.</p>		<p>17 I am aware of what I should be sharing online and where to go for help if I need it. 18 I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. 19 I can explain what bullying is and know where to go for help. 20 I understand the impact technology can have on my health, well-being and lifestyle. 21 I know who I should be sharing information with and how to keep my data secure. 22 I understand the term identity and I can take appropriate measures to protect my own online identity.</p>
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Year 4		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p>AUTUMN Fake or Real?: Fake news is a serious concern and in this activity children will learn how they can sort the truth from the lies. Making videos to show what they have found out. Hour of Code: The class will sign up for Hour of Code and work through various challenges. The class can also choose to take part in global coding events.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<p><u>Mandatory Skills</u> 1 I can label the different types of input connections on devices. 2 I can explain common file types. <u>Computer Science</u> 3 I can design an algorithm to simulate a real-life situation. 4 I can solve an open-ended problem by breaking it up into smaller parts. 5 I can design and write a program for a given purpose including specific programming features. 6 I can test existing programs to see how they could be improved. 7 I can understand the different methods of communication using the internet. <u>Information Technology</u></p>
<p>SPRING Dinosaurs: In this activity the children will make their own summer blockbuster. They will learn all about filming techniques and storytelling skills. Wizard School: The children will undertake a series of creative</p>		

<p>challenges based around the Harry Potter books.</p>	<ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>8 I can improve the quality and presentation of my work using editing and formatting techniques. 9 I can create with technology. E.g. Video, animation, 3D 10 I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)</p> <p><u>Digital Literacy</u></p> <p>11 I can collaborate online to create digital content. 12 I can evaluate information presented to me to make informed choices about what is Fake News. 13 I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) 14 I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image) 15 I am aware others can find information out about me by searching online. (Online Reputation) 16 I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) 17 I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being) 18 I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) 19 I understand the need for copyright and the consequences of ignoring it. (Copyright)</p>
<p style="text-align: center;"><u>SUMMER</u></p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'. Minecraft Challenges: Who is the best at building? The children take part in a series of maths/Minecraft challenges.</p>		

Year 5		
Topics	National Curriculum	Knowledge, Skills and Understanding

AUTUMN

YouTuber: Every child wants to be a “YouTuber”. In this activity children will learn about what that means, the positives and negatives, safety tips and they will create their own video blog (vlog).

Girls v Boys: STEAM Challenges: This activity will pit the girls against the boys in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving.

SPRING

Making AR Games: In this activity the children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating game that uses AR.

Video Game Music Composer: The children will learn about audio recording and will write and record their own songs. The class can combine these into a class album.

SUMMER

My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.

News Reporter & Podcaster: Children will produce their own podcasts to publish online.

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Mandatory Skills

1 I can make a QR codes that links to my own work.

2 I can film and produce a short video.

Computer Science

3 I can decompose a problem, design an algorithm and use this to write a program.

4 I can design and write a program linked to physical systems and sensors.

5 I can use variables, conditional statements, procedures & repeat commands to improve programs.

6 I can use logical reasoning to detect & debug a program.

7 I can explore networks and internet traffic.

8 I can translate binary numbers to decimal.

9 I can create a basic web page using HTML.

Information Technology

10 I can record and produce a podcast / audio clips.

11 I can use unfamiliar technology to create content.

12 I can improve the quality and presentation of my work.

13 I can use a spreadsheet to collect and record data.

14 I can use a search engine and I am aware that not everything I read online is correct.

Digital Literacy

15 I can access school email and can send emails to classmates and teacher.

16 I can create a subject specific vlog and understand the potential risks of sharing content online.

17 I can collaborate to develop & improve work.

18 I can search for someone online and create a summary report about that person.

19 I understand the need for copyright and the consequences of ignoring it.

		<p>20 I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.</p> <p>21 I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</p> <p>22 I understand the impact technology can have on my health, well-being and lifestyle.</p> <p>23 I can create a strong password and understand the real cost of some apps.</p> <p>24 I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</p>
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Year 6		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Online Safety Dilemmas: In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face every day online and asked to produce a series of “what to do” videos to explain how to cope online.</p> <p>VR Worlds: The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, 	<p><u>Mandatory Skills</u></p> <p>1 I can collaborate to create digital content.</p> <p>2 I can create a consistent design for my presentation, and present to others.</p> <p><u>Computer Science</u></p> <p>3 I can design, plan & create a complex programs.</p> <p>4 I can test, debug and modify a program to improve it.</p> <p>5 I can write a program using a text based programming language.</p> <p>6 I can use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>7 I understand how computer networks work, including the internet.</p> <p>8 I can talk about the way search results are selected and ranked.</p>
<p><u>SPRING</u></p> <p>Crossy Roads: The children will create their own version of the</p>		

<p>popular app Crossy Roads using visual coding. Maths: Solve IT Club: Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.</p>	<p>such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><u>Information Technology</u></p> <p>9 I can create and combine a range of media in order to produce digital content. 10 I can improve the quality and presentation of my work using editing and formatting techniques. 11 I can create a digital storyboard to plan a project or investigation. 12 I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.</p> <p><u>Digital Literacy</u></p> <p>13 I can explain how to protect my computer or device from harm on the Internet. 14 I understand the need for copyright and the consequences of ignoring it. 15 I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. 16 I am aware of the ways in which the media can shape our ideas about gender. 17 I am aware that if I need help I keep asking for it until I get help. 18 I am aware of the need for positive online relationships and I am mindful of others feelings at all times 19 I understand I need to create a positive online reputation. 20 I know how to capture evidence of online bullying and how to report it. 21 I know how to keep my data private and secure. 22 I understand the impact technology can have on my health, well-being and lifestyle.</p>
<p style="text-align: center;"><u>SUMMER</u></p> <p>My Online Life: This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'. Quiz Show Host: The children will create quizzes using a variety of apps.</p>		

SESSION	APPS	WEBSITE
REC – Technology & Me	Seesaw	
My Online Life		https://www.youtube.com/watch?v=snbQ3GTXogo https://www.youtube.com/watch?v=d5kW4pl_VQw
Robots	Book Creator, Seesaw, Foldify.	https://www.youtube.com/watch?v=yECUu8DPmpw http://www.bbc.co.uk/guides/z3whpv4 http://www.bbc.co.uk/guides/zqrq7ty http://www.bbc.co.uk/guides/z3whpv4 https://www.youtube.com/watch?v=leBEFaVHlIE
Animal Safari	Book Creator, Seesaw, ScanFree	
Shape Hunt	Book Creator, Seesaw, ScanFree.	
Beats & Rhythms	Toca Band, Toca Dance, Bebot, Keezy, Drummer, Beatwave, Garageband, Loopimal, Toc and Roll, Makes music.	
Pretty Pictures	Seesaw	
YEAR 1 - Modern Tales	Book Creator, Seesaw, ScanFree, PowerPoint/ Keynote	https://www.youtube.com/watch?v=_o8auwnJtqE https://www.youtube.com/watch?v=nMUbHuffO8
My Online Life		https://www.youtube.com/watch?v=2JSHCGcsnrI https://www.youtube.com/watch?v=lYtzjmeyQU https://www.bbc.com/bitesize/articles/zwbq7ty

What is a Computer?	Book Creator, Seesaw.	https://www.youtube.com/watch?v=uppwVyUd5So
Mini-Beasts	Book Creator, QR Reader, Green Screen, Chatter Kid.	
Animate with Shapes	Book Creator, EasyStudio	
Drawing Maths	Book Creator, Seesaw, Foldify, SketchBook Free, Paint by Maths.	
YEAR 2 - Online Buddies	Book Creator, Seesaw, Popplet, Pic Collage.	
My Online Life		https://www.youtube.com/watch?v=-nMUbHuffO8 https://www.childnet.com/resources/the-adventures-of-karawinston-and-the-smart-crew/chapter4 https://www.bbc.com/bitesize/clips/zw8mtfr https://www.childnet.com/resources/the-adventures-of-karawinston-and-the-smart-crew/chapter3
Code a Story	Book Creator, Seesaw, Scratch 3.0 Free.	https://scratch.mit.edu
Story Land	Book Creator, Seesaw, iBooks Author, Pages, Word, Slides, Keynote/PowerPoint, SketchBook Free.	
Head's Up	Charades – Kids Free or PowerPoint.	
Maths Madness	Scan Free, Seesaw.	www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf

YEAR 3 - Online Detectives	Book Creator.	
My Online Life	Book Creator	https://www.bbc.com/ownit/take-control/worst-witchethel?collection=worst-witch https://www.bbc.com/ownit/take-control/worst-witchmildred?collection=worst-witch https://www.bbc.com/ownit/take-control/worst-witchfelicity?collection=worst-witch https://www.youtube.com/watch?v=_o8auwnJtqE https://www.youtube.com/watch?v=4-OpBC_zZLk https://www.bbc.com/bitesize/articles/z3wgqhv https://www.bbc.co.uk/newsround/28692781
Dancing Robot	Book Creator, Scratch Jnr Free, Mr Jump Free, Popplet Free, Seesaw, Lightbot Free, Scan Free.	
Rainforests	Book Creator.	https://edu.google.com/intl/en_uk/expeditions/#get-started https://pixabay.com
Key board Adventure		https://www.youtube.com/watch?v=nINn2Uw3FAG https://typing-speed-test.aoeu.eu https://www.nessy.com/nessyfingers/promo/http://www.abcya.com/keyboarding_practice.htm http://www.abcya.com/keyboarding_practice.htm https://www.bbc.com/bitesize/articles/z3c6tfr http://primarygamesarena.com/Play/Keyboard-2030 http://bigbrownbear.co.uk/ https://www.typingclub.com https://www.nitrotype.com http://www.roomrecess.com/mobile/PopcornTyper/play.html http://qwertytown.com/home https://www.youtube.com/watch?v=y7m7zJgtwcl

T-Shirt Designer	Book Creator, Assembly Free, SketchBook Free, Canvas Free, Seesaw, Camera, Scan Free.	
YEAR 4 - Fake or Real?	Book Creator.	https://www.bbc.co.uk/newsround/39032291 https://www.youtube.com/watch?v=NBfi8OEzorA&feature=youtu.be http://www.bbc.co.uk/newsbeat/article/37992793/i-write-fakenews-that-gets-shared-on-facebook https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98ade2-590562670096
My Online Life	Book Creator.	https://www.youtube.com/watch?v=WpngtGyc_ec https://www.youtube.com/watch?v=NscU1ZHYPDK https://www.youtube.com/watch?v=tQZGA6dsWpo https://www.thinkuknow.co.uk/8_10/ https://www.bbc.com/ownit/take-control/millie-inbetween-nastycomments?collection=own-it-millie https://www.bbc.com/ownit/take-control/millie-inbetween-takinga-break?collection=own-it-millie https://www.bbc.com/ownit/take-control/millie-inbetween-beingsmart?collection=own-it-millie https://www.bbc.com/ownit/take-control/millie-inbetween-badhabits?collection=own-it-millie https://www.youtube.com/watch?v=suMza6Q8Jo8
Hour of Code	Book Creator, Youtube Free, Google Docs Free.	https://www.youtube.com/watch?v=FC5FbmsH4fw https://hourofcode.com/us/learn https://code.org https://hourofcode.com/star-wars https://hourofcode.com/lightbot https://hourofcode.com/googlelogo https://hourofcode.com/flap https://hourofcode.com/como

Dinosaurs	Book Creator, iMovie, Green Screen.	https://www.dropbox.com/sh/wpwmqyxtlg2pabv/AAC1pA1oHzsbU_WojGYB3B74Na?dl=0 https://www.youtube.com/watch?v=Aoh_BVLRSeI https://www.youtube.com/watch?v=ueDtBvgdYFc https://www.youtube.com/watch?v=5mSpilMbAlc
Wizard School	Book Creator, ChatterPix, Puppet Pals HD, Green Screen.	https://www.pottermore.com/news/discover-your-hogwartshouse-on-pottermore https://kano.me/store/uk/products/coding-wand https://harrypotter.bloomsbury.com/uk/fun-stuff/glossary https://en.wikipedia.org/wiki/Potions_in_Harry_Potter https://www.pottermore.com/features/what-is-a-patronus https://studio.code.org/s/minecraft/stage/1/puzzle/1
Minecraft Challenges	Book Creator, Popplet.	https://studio.code.org/s/minecraft/stage/1/puzzle/1
YEAR 5- YouTuber	Book Creator, iMovie, Scan Free	https://www.bbc.com/ownit/take-control/kids-explain-slangvlog?collection=vlog-like-a-boss https://youtu.be/J2cHA17YdCo https://www.bbc.com/ownit/the-basics/team-own-it-oliviagraceyoutubewww.bbc.co.uk/newsround/26136191 https://www.youtube.com/watch?v=UHJ1flABe04 http://www.bbc.co.uk/news/world-asia-42644321 http://www.dailymail.co.uk/news/article-5633715/YouTuber-faces-jail-tricking-homeless-man-eating-Oreos-filledtoothpaste.Html https://www.telegraph.co.uk/news/2018/04/17/youtuber-faces-jail-video-forcing-homeless-man-eat-toothpaste/ https://www.commonsemmedia.org/blog/talking-to-kids-about-youtube-celebswho-cross-the-line https://youtu.be/vpZvc8vtHvo
My Online Life	Book Creator.	https://www.bbc.com/ownit/the-basics/social-media-myths?collection=knowyour-stuff https://www.bbc.com/ownit/its-personal/mean-comments-film?collection=backto-school https://www.bbc.com/ownit/the-basics/team-own-it-emanreality?collection=vlog-like-a-boss https://www.bbc.com/ownit/take-control/newsround-online-bullying-gaming https://howsecureismypassword.net/ https://www.youtube.com/watch?v=suMza6Q8Jo8

Girls v Boys: STEM Challenges	Book Creator, Seesaw, Others dependent on challenges selected	
Making AR Games	Book Creator, Seesaw, HPReveal Free, Scan Free, Plickers App Free, Quiver App Free, Clips App Free.	https://www.cnet.com/videos/what-is-ar-and-how-does-it-differ-from-virtualreality/ https://read.bookcreator.com/cKILMXwJqXboEYj5Ej1DFrSH4553/iV7s21DtS_qkZG_7pFHvGSQ https://mathsframe.co.uk/en/resources/resource/399/Archery-ArithmeticMultiplication https://www.bbc.co.uk/ https://www.youtube.com/watch?v=_EfMCTOQd6A http://www.quivervision.com/coloring-packs/ https://get.plickers.com/ https://www.youtube.com/watch?v=DfUB05xilGM https://www.qrstuff.com/
Music Composer	Seesaw, Garageband, Music Maker Jam Free, Audiotool.com/app Free.	
Grammar Games	Book Creator, Garageband, Anchor Free.	<p><i>Not all of the following links are required, some are just examples.</i></p> <p> https://www.theedublogger.com/podcasting/ https://anchor.fm https://www.commonsense.org/education/app/anchor https://www.bbc.co.uk/programmes/articles/319Xwwk3ZMzRGWvC5xZKNq8/ podcasts https://www.connectsafely.org/podcast/ https://www.lifewire.com/safe-podcasts-for-kids-4171516 https://www.stmarks.merton.sch.uk/News/Podcast/ https://www.childrenscommissioner.gov.uk/wpcontent/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes3.pdf https://www.youtube.com/watch?v=27fE1sFNrPw https://www.liverpoolecho.co.uk/special-features/kids-give-verdict-airpollution-15377185 </p>

		https://letscleartheairliverpool.co.uk/more-information/ https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz https://www.bensound.com https://www.youtube.com/watch?v=e6jc4ij-gzg
YEAR 6 - Online Safety Dilemmas	Book Creator, Seesaw, Word or OneNote, Kids! Charades Free Clips / iMovie, Camera Free.	https://play.kahoot.it/#/k/ca90dcf6-c4a1-429f-abc8-758bd307adb9 https://play.kahoot.it/#/ https://www.youtube.com/watch?v=GlyN6o6PF3U
My Online Life	Book Creator	https://www.youtube.com/watch?v=Zgdj5FXOOp8 https://www.bbc.com/ownit/its-personal/mean-comments-film https://vimeo.com/227210174 https://www.bbc.co.uk/cbbc/watch/anti-bullying-abbies-story http://www.molossia.org/ https://www.bbc.com/ownit/the-basics/scola-identity-theft?collection=teamown-it https://www.youtube.com/watch?v=suMza6Q8Jo8
VR Worlds	Book Creator, Seesaw, Garageband, Sound Recorder Free, CoSpaces Free	https://edu.cospaces https://cospaces.io/edu/
Crossy Roads	Book Creator, HopScotch Free Crossy Roads Free	https://www.youtube.com/watch?v=XMZFUnAgOqs http://www.bbc.co.uk/guides/z8ngr82) https://www.youtube.com/watch?v=Cji2XXJaX9o
Maths: Solve IT Club	Book Creator, Explain Everything Free, Seesaw, Keynote Free.	https://www.egfl.org.uk/sites/default/files/maths_puzzles_all.pdf https://www.youtube.com/watch?v=SoxGWKXCw6g http://www.mrbartonmaths.com/students/year6-maths-sats-past-papers.html https://www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf https://www.mathlearningcenter.org/resources/apps https://read.bookcreator.com/cKILMXwJqXboEYj5Ej1DFrSH4553/fA5bp2ZCTwK3QYkQvd6ZEw

Quiz Show Host	Book Creator, Pages Free, Word Free, Slides Free.	https://play.kahoot.it/#/k/ba471dc7-2aa3-4342-9578-4dac375f602f https://create.kahoot.it/login
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