

*This is the day that the Lord has made; let us rejoice and be glad in it. Psalm 118*



## How do we Grow Finchampstead Digital Citizens?

### Autumn Even

### Spring Odd

### Summer Odd

**Cycle A  
Rosefinch Y1**

**Bullfinch Y1/2**



**Computing Online safety 2.2** To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure.

**Coding 1.7** To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program.

**1.3 – Pictograms** To understand that data can be represented in picture format. • To contribute to a class pictogram. • To use a pictogram to record the results of an experiment.

**Computing 1.2** – Grouping To sort items using a range of criteria. • To sort items on the computer using the 'Grouping' activities in Purple Mash.

**1.5 – Maze Explorers** To understand the functionality of the direction keys. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of an algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To set challenges for peers. • To access peer challenges set by the teacher as 2Dos.

**1.9 – Tech outside school** To walk around the local community and find examples of where technology is used. • To record examples of technology outside school.

**1.6 Animation** To introduce e-books and the 2Create a Story tool. • To add animation to a story. • To add sound to a story, including voice recording and music the children have composed. • To work on a more complex story, including adding backgrounds and copying and pasting pages. • To share e-books on a class display board.

**2.1 Coding** To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs.

**2.7 making Music** To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence.

**Cycle B  
Rosefinch Y1**

**Bullfinch Y1/2**



### Autumn Odd

### Spring Even

### Summer Even

**1.1 Online safety** To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out.

**1.8 Spreadsheets** To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash. • To enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count.

**2.4 – Questioning** To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer ore complex search questions. • To use the Search tool to find information.

**2.6 – Pictures** To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage.

**Lego builders 1.4** To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. • To follow and create simple instructions on the computer. • To consider how the order of instructions affects the result.

**2.3 Spreadsheets** To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. • To learn how to copy and paste in 2Calculate. • To use the totalling tools. • To use a spreadsheet for money calculations. • To use the 2Calculate equals tool to check calculations. • To use 2Calculate to collect data and produce a graph.

**2.5 Effective Searching** To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet.

**2.8 Presenting Ideas** To explore how a story can be presented in different ways. • To make a quiz about a story or class topic. • To make a fact file on a non-fiction topic. • To make a presentation to the class.

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## How do we Grow Finchampstead Digital Citizens?

Cycle A (Autumn Even Year)

### Autumn Even

### Spring Odd

### Summer Odd

#### Cycle A

#### Chaffinch Y3/4



**Internet safety (3.2)** know what makes a safe password. • learn methods for keeping passwords safe. • understand how the Internet can be used in effective communication. • know how a blog can be used to communicate with a wider audience. • consider the truth of the content of websites. • learn about age restrictions symbols on digital media and devices.

**Coding (4.1)** To review coding vocabulary and knowledge. • To create a simple computer program • To begin to understand selection in computer programming. • To understand how an IF statement works To understand how to use coordinates in computer programming. • To understand how an IF statement works.

**Touch typing (3.4)** To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand

**Spreadsheets (3.3. and 4.3)** To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references

**Online safety (4.2)** To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.

**Writing for different audiences (4.4)** To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.

### Autumn Odd

### Spring Even

### Summer Even

#### Cycle B

#### Chaffinch Y3/4



**Sending and receiving emails (3.5)** think about different methods of communication. • open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.

**Search Engines (4.7)** To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable.

**Simulations (3.7)** To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation

**Animations (4.6)** To discuss what makes a good animated film or cartoon. • To learn how animations are created by hand. • To find out how animation can be created in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging.

**Branching database (3.6)** To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice.

**Presenting with Powerpoint (3.9)** To understand the uses of PowerPoint. • To create a page in a presentation. • To add media to a presentation. • To add animations to a presentation. • To add timings to a presentation. • To use the skills learnt to design and create an engaging presentation word questions so that they can be effectively answered using a search of their database

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## How do we Grow Finchampstead Digital Citizens?

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#### Cycle A

#### Goldfinch Y5/6



**Online Safety 5.2/6.2:** Gain a greater understanding of the impact that sharing digital content can have. • Review sources of support when using technology. • Review children’s responsibility to one another in their online behaviour.; Know how to maintain secure passwords. • Understand advantages, disadvantages, permissions and purposes of altering an image digitally & reason for this. • Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.; Learn about how to reference sources in their work • Search the Internet with consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of communication

**Databases 5.4:** To learn how to search for information in a database. Children understand the different ways to search a database. • Children can search a database in order to answer questions correctly; To create a database around a chosen topic. Success criteria • Children can create their own database about mountains and volcanoes. • Children can add records to their database. • Children know what a database field is and can correctly add field information. • Children understand how to word questions so that they can be effectively answered using a search of their database

#### **We are bloggers**

Learning to identify the purpose of writing a blog. • To identify the features of a successful blog. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs

#### **Word Processing with Word**

to know what a word processing tool is for. • To add and edit images to a word document. • To know how to use word wrap with images and text. To change the look of text within a document. • To add features to a document to enhance its look and usability. • To use the sharing capabilities in Google Docs. • To use tables within to present information. • To introduce children to templates.

Linked to History – Ancient Maya

**Coding (Scratch)** Create a sequence of story scenes with added audio. • Structure and sequence the animation of characters in each scene. • Use the repeat command to create animation effect. • Make a character visible or invisible at the correct times.

**Coding (Kodu)** Follow instructions given in the Kodu programming environment. • Describe the actions of a sequence of Kodu commands. • Use tools to change the size of the ground and raise or lower the landscape. • Decompose code into smaller parts and explain it in their own words. • Create a race track with an end goal for a game. • Program a character to follow a path

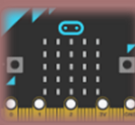
### Autumn Odd

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#### Cycle B

#### Goldfinch Y5/6



**Digital Architecture (3D Modelling):** Creating a virtual space: pupils will research examples of art gallery architecture, before using **Trimble SketchUp** to create their own virtual gallery of Ancient Greece. Finally, they use the gallery to exhibit their own artwork from this term.

**Networks 6.6:** To learn about what the Internet consists of. • To find out what a LAN and a WAN are. • To find out how the Internet is accessed in school. • To research and find out about the age of the Internet. • To think about what the future might hold.

**Game Creators 5.5 (Programming):** Design a game to teach children about the rain forests. To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate.

**Physical Devices BBC Microbits:** Use the accelerometer via the ‘when gesture: shake’ event to start the code running . • Make use of logical ‘IF/ELSE’ conditional instructions. . • use input from the light sensor . • Apply these concepts to track an animal through the layers of the rainforest.

**Spreadsheets 5.3** • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan. • To navigate and enter data into cells. • To use spreadsheets to model real-life situations

**6.7 Quizzing:** To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. . • To explore the grammar quizzes. . • To make a quiz that requires the player to search a database.