Class 2:

Autumn – *Computer Sciences (algorithms and debugging)*

Objective	Activities	Resources
1) To learn that a computer needs instructions and write an algorithm.	1) Teacher model following instructions precisely. Chn to work in pairs and give verbal instructions to partner (act as robot) and help them log on to the computer (start from classroom as a challenge)	1) Computer (WHOLE CLASS)
2) To learn to debug an algorithm.	2) Give chn a simple set of instructions based on something familiar but put errors in it so when they are robots following the instructions they have to fix the problem. Could again be logging on to computer or could be topic/daily life based.	2) Computer/Classroom (WHOLE CLASS)
3) To learn to sequence to create an algorithm.	3) Chn to direct a partner around a course using directional language (forward, backwards, turn). Challenge to debug a given path. Arrows for Beebots can be printed from online to save reading.	3) Cones, outdoor/classroom, Beebot arrows (WHOLE CLASS)
4) To learn to create an algorithm with an onscreen/floor robot.	4) Chn to use the turtle on computers and program simple directions. Other half of the class to explore/free play with the beebots	4) Onscreen Turtle, Beebots
5) To learn to debug an algorithm with an onscreen/floor robot.	5) Chn given the algorithm and debug. Using programmes/equipment from last week.	5) Onscreen Turtle, Beebots, Pre written code to debug.
6) To demonstrate fluency in writing and Mdebugging an algorithm.	6) Chn to problem solve with beebots or onscreen turtle and create routes.	6) Onscreen Turtle, Beebots, Large maps (WHOLE CLASS)

Spring – *Information Technology and E-Safety (Basic Skills)*

Objective	Activities	Resources
1) To learn the different parts of a computer.	1) Introduce parts of a computer. Discuss the use of Hector (the Dolphin) and talk about e safety. Children to explore using text and mouse on Colour Magic	1) Hector (Dolphin). Colour Magic.
2) To further develop my typing skills.	2) Chn to improve typing skills. Starting with one finger and progressing.	2) Google: learning games for kids (various typing games on there)
3) To type letters more fluently on the keyboard	3) Chn create an image on Colour Magic and then add text to it.	3) Colour magic
4) To learn to change the size and colour of the font.	4) Chn to explore changing the size and colour of text.	4) Microsoft Word
5) To learn to present text in different ways.	5) Chn to investigate bold, underline, italic, writing on the left, right, centre of the page. Link to topic of literacy.	5) Microsoft Word
6) To learn to present text in different ways.	6) Application of above skills to make a basic poster. Wanted poster?	6) Microsoft Word

Summer – *Digital Literacy and E-Safety (Combining media)*

Objective	Activities	Resources
1) To learn how to stay safe online.	1) Chn to access and explore Hector's World (CEOP)	1) Hector's World
2) To learn to keep personal information safe online.	2) Chn to watch the Lee and Kim (CEOP) video and discuss the message. Chn to use coloured magic and create an avatar (using text to name it)	2) Lee and Kim video (CEOP), Colour Magic
3) To learn to combine images and text	3) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	3) Pre made document with images and saved on server. Word.
4) To learn to combine images and text	4) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	4) Pre made document with images and saved on server. Word.
5) To learn to combine images and text	5) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	5) Pre made document with images and saved on server. Word.

Class 3:

Autumn – Computer Sciences (algorithms and debugging)

Objective	Activities	Resources
1) To learn that a computer needs instructions and write an algorithm.	1) Teacher model following instructions precisely. Chn to work in pairs and give verbal instructions to partner (act as robot) and help them log on to the computer (start from classroom as a challenge)	1) Computer (WHOLE CLASS)
2) To learn to debug an algorithm.	2) Give chn a simple set of instructions based on something familiar but put errors in it so when they are robots following the instructions they have to fix the problem. Could again be logging on to computer or could be topic/daily life based.	2) Computer/Classroom (WHOLE CLASS)
3) To learn to sequence to create an algorithm.	3) Chn to direct a partner around a course using directional language (forward, backwards, turn). Challenge to debug a given path. Arrows for Beebots can be printed from online to save reading.	3) Cones, outdoor/classroom, Beebot arrows (WHOLE CLASS)
4) To learn to create an algorithm with an onscreen/floor robot.	4) Chn to use the turtle on computers and program simple directions. Other half of the class to explore/free play with the beebots and iPad Beebots	4) Onscreen Turtle, Beebots
5) To learn to debug an algorithm with an onscreen/floor robot.	5) Chn given the algorithm and debug. Using programmes/equipment from last week.	5) Onscreen Turtle, Beebots, Pre written code to debug.
6) To demonstrate fluency in writing and debugging an algorithm.	6) Chn to problem solve with beebots or onscreen turtle or iPad Beebots and create routes.	6) Onscreen Turtle, Beebots, Large maps (WHOLE CLASS)

Spring – *Information Technology and E-Safety (Basic Skills)*

Objective	Activities	Resources
1) To learn the different parts of a computer.	1) Introduce parts of a computer. Discuss the use of Hector (the Dolphin) and talk about e safety. Children to explore using text and mouse on Colour Magic	1) Hector (Dolphin). Colour Magic.
2) To further develop my typing skills.	2) Chn to improve typing skills. Starting with one finger and progressing.	2) Google: learning games for kids (various typing games on there)
3) To type letters more fluently on the keyboard	3) Chn create an image on Colour Magic and then add text to it.	3) Colour magic
4) To learn to change the size and colour of the font.	4) Chn to explore changing the size and colour of text.	4) Microsoft Word
5) To learn to present text in different ways.	5) Chn to investigate bold, underline, italic, writing on the left, right, centre of the page. Link to topic of literacy.	5) Microsoft Word
6) To learn to present text in different ways.	6) Application of above skills to make a basic poster. Wanted poster?	6) Microsoft Word

Summer – *Digital Literacy and E-Safety (Combining media)*

Objective	Activities	Resources
1) To learn how to stay safe online.	1) Chn to access and explore Hector's World (CEOP)	1) Hector's World
2) To learn to keep personal information safe online.	2) Chn to watch the Lee and Kim (CEOP) video and discuss the message. Chn to use coloured magic and create an avatar (using text to name it)	2) Lee and Kim video (CEOP), Colour Magic
3) To learn to combine images and text	3) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	3) Pre made document with images and saved on server. Word.
4) To learn to combine images and text	4) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	4) Pre made document with images and saved on server. Word.
5) To learn to combine images and text	5) Teach chn how to retrieve a pre saved document. Chn to access a word document and add text to images already given. Familiar story or topic	5) Pre made document with images and saved on server. Word.

Class 4:

Autumn – *Computer Sciences (Programming and conditions)*

Objective	Activities	Resources
1) To accurately write and debug an algorithm.	1) Jam Robot – Google it.	1) Jam, bread, knife, plate, bin, paper towels (WHOLE CLASS)
2) To accurately write and debug an algorithm for a computer programme.	2) iPad Beebots. Chn write algorithms to complete levels. Challenge: debug given algorithms for levels.	2) iPads (WHOLE CLASS)
3) To learn to use logical reasoning to predict outcomes.	3) Chn to be given routes and predict where the beebot will end up on large map OR chn given algorithms and match them to levels on iPad OR chn given instructions and predict the shape with onscreen turtle	3) Pre written routes, iPads or ICT or maps
4) To learn to use conditions such as when to sequence an algorithm	4) Link back to Jam Robot – when buttering hold the plate or when getting jam put the jar down. Progress to routes – when you get to the red cone turn left.	4) Cones, outside or class based
5) To learn to use conditions such as when in algorithms.	5) Use Kodable levels with coloured squares and read as a story.	5) Kodable on iPad
6) To learn to use loops in algorithms.	6) Link back to jam robot – when buttering loop instruction to occur x times or 2x for getting bread out. Again use loops to move each other around circuits.	6) Cones, outside or class based
7) To learn to use loops in algorithms.	7) Use Kodable levels with loops	7) Kodable on iPad

Spring – *Information Technology and E-Safety (searching and using the internet safely)*

Objective	Activities	Resources
1) To demonstrate fluency in typing and mouse skills.	1) Introduce children to individual log in and use of password. Discuss the importance of a password. Recap Word skills from Year 1.	1) Word
2) To learn to search safely and save files.	2) Model searching for an image and recap the use of Hector (dolphin) if they see an inappropriate image. Show chn how to create a Y2 folder and how to save images in to it. Link to topic or interests. Or E-Safety link – images of digital devices they use/know of.	2) Google. Hector. Folders
3) To learn to insert images into a document.	3) Demonstrate how to insert images. Create a poster on topic, story or this is me page based on interests? Show chn how to save document. Or E-Safety link – create an e-safe poster using images.	3) Images saved from last week. Word
4) To learn to find and retrieve a saved document.	4) Chn to retrieve document from last session and complete.	4) Microsoft Word
5) To learn to type fluently.	5) Chn to improve typing skills by word processing a piece of writing. Print at end or put on the school blog.	5) Microsoft Word
6) To learn to comment effectively on a blog post.	6) Class based: Chn to create a virtual wall by commenting on each other's work. Teacher to model effective commenting to create a conversation – using an example uploaded to the blog.	6) Classroom. Colour paper/post it notes

Summer – *Digital Literacy and E-Safety (Book Creator and Puppet Pals)*

Objective	Activities	Resources
1) To learn how to create a story on Puppet Pals.	1) Chn to use given backdrops and characters to create a story. Show chn how to change backdrops, turn characters around, enlarge them and record.	1) Puppet Pals - iPad
2) To learn how to create characters on Puppet Pals	2) Chn to watch the Lee and Kim (CEOP) video and discuss the message. Show chn how to create themselves as puppets. Chn to use a given character to relay the e-safety msg. Use Apple TV to present to class.	2) Lee and Kim video (CEOP), iPad, Apple TV
3) To learn to insert images into Book Creator.	3) Chn to safely search on the internet and insert images into book creator. Either on a topic or to tell a story. Could use the camera to insert them from a book. Explore different page formats	3) iPad, story books, Book Creator
4) To learn to insert text and audio into Book Creator.	4) Chn to retrieve work from last time and add text and audio	4) Work from last week.
5) To learn to combine media to create an interactive book.	5) Chn given free rein to apply skills and create a fact book or story on a topic.	5) iPad, Book Creator, Story Books, Fact Books
6) To evaluate the effectiveness of a project.	6) Chn share books in groups or as a class on Apple TV.	6) Apple TV, iPads, Access to last week's project

Class 5:

Autumn – Computer Sciences (Scratch Jnr and Scratch Animation)

Objective	Activities	Resources
1) To learn how to sequence an algorithm on Scratch Jnr	1) Introduce the chn to Scratch Jnr and the different elements. Start by getting the chn to make the sprite move in different ways.	1) iPads, Scratch Jnr, Apple TV
2) To learn how to debug an algorithm on Scratch Jnr.	2) Display an algorithm on the IWB with an error in. Chn to code that algorithm and then identify and fix the bug. Have others ready on a sheet to work through. Challenge: make their own code with a bug.	2) iPads (WHOLE CLASS), Apple TV, Code on sheets
3) To explore selection by using different conditions on Scratch Jnr	3) Chn to progress from simply moving and sequencing the sprite and introduce conditions such as loops / repitions, when, if/else statements.	3) iPads Scratch Jnr, Apple TV
4) To learn how edit the stage and sprite on Scratch	4) Introduce the chn to Scratch on screen. Identify similarities and differences to Scratch Jnr. Chn to select and edit backgrounds and Sprites	4) Scratch ICT suite
5) To learn how to enter motion blocks. 6) To learn to plan a sequence of instructions for a sprite.	5) Access last week's work and begin to program the sprite so it moves. 6) Access previous work and plan a sequence/animation for the sprite including sound or text.	5) Scratch ICT suite 6) Scratch ICT suite

Spring – *Information Technology (Microsoft Excel and creating graphs)*

Objective	Activities	Resources
1) To learn how to input data in to Microsoft Excel.	1) Introduce chn to Excel and show them how to insert data into cells. Show them how to bold, underline and centre data. Present different data in tables and show how to highlight and delete cells.	1) Excel
2) To learn how to create graphs from given discrete data.	2) Give chn data from 'research' that has been previously saved in the shared documents. Chn to access it and then create bar charts, pie charts, 3d, 2d, etc. Allow them to explore and express a preference explaining why.	2) Excel. Shared Documents with work previously saved.
3) To learn how to collect and display discrete data effectively.	3) Chn to collect discrete data on their own topics. Discuss most effective way to ensure data is accurate in questioning and answering. Work in groups. May take more than one week?	3) Clipboards, excel
4) To learn to present findings using graphs.	4) Chn to use data collected to create graphs and present their findings back to the class (S+L)	4) Excel, Whiteboard/projector
5) To learn how to create and read graphs from given continuous data.	5) As lesson two but with continuous data	5) Excel. Shared Documents with work previously saved.
6) To learn how to collect and display continuous data effectively. 7) To demonstrate a mastery understanding by questioning data.	6) Collect continuous data – weekly spelling score, football attendance, weather, CDs sold, other links to topic. 7) Access work from last week and create questions about it (e.g. which week had	6) Excel, Internet 7) Excel, Word

	highest attendance? Which weeks had an increase?) Cross curricular maths. Copy and paste line graph in to Word and type questions below.	

Summer – *Digital Literacy and E-Safety (Avatars and Emails)*

Objective	Activities	Resources
1) To learn the importance of a secure password.	1) Introduce chn to passwords and demonstrate some good and bad examples. Chn to explain why they are good or bad. Look at improving some simple passwords (e.g. football → f00tba11; not FoOTbaL! As there is too much to remember)	1) Passwords to improve. Log in and change individual passwords. KEEP A CORE PAPER COPY OF PASSWORDS IN CASE THEY FORGET!
2) To learn how to keep personal data safe online.	2) Discuss different online media they use, including apps on phones/tablets. Chn share usernames they have. Explain the purpose of username and importance. Chn to create an Avatar and give it a username.	2) Word
3) To learn how to keep personal data safe online.	3) Chn to be given a template page for an app they have mentioned (saved in shared docs). Complete the profile together highlighting what personal information to include and which personal information does not need shared or is dangerous to share (d.o.b, address, school etc)	3) iPad, story books, Book Creator
4) To learn how to search effectively on the internet.		4) Google

5) To evaluate the reliability of websites.	4) Show chn how to search using key words and selecting appropriate websites. Link to topic.	
		5) Google and list of webpages
6) To learn how to access and compose emails.	5) Look at reliable and unreliable pages. Discuss and then chn to sort pages.	
	6) Log in to emails and compose	6) Emails
7) To learn how to send and receive attachments.		7) Emails
	7) Show how to attach work and download attachments	

Class 6:

Autumn – Computer Sciences (Scratch Animation)

Objective	Activities	Resources
1) To learn how to use x and y co-ordinates to plot and move a sprite. 2) To explore the rotation and angles of movement for a sprite. 3) To learn to plan a sequence for a sprite. 4) To learn to use a condition – when/if. 5) To learn to create a loop/continuous motion for a sprite using repititon.	1) Explore moving sprites by changing the variables in the x and y direction. Link to graphs. 2) Same as moving but with turns. 3) Code a sequence for a sprite. Creates an animation (e.g. a dance routine) 4) Introduce when and if into coding. Read it like a story to the children. (e.g. when/if the sprite hits the image it turns to a goat) 5) Introduce loops and combine this with the knowledge from angles and x,y movement. **Extension** – make a game using the above skills	All sessions in Computing Suite on Scratch

Spring – Information Technology (Branching Database and Microsoft Publisher)

Objective	Activities	Resources
1) To learn what a branching database is. 2) To learn to create a branching database	1) Chn to play who am I games by following a branching database. Chn to complete the answers on a branching data base following given information. Or link to topic? 2) Chn to create a branching database for their group then for the whole class.	1) Readymade databases. There is an alien one online that is good to use. 2) Big paper. Children. 3) ICT suite Textease

3) To learn to create a branching database on the computer	3) Chn to create a branching database using Textease. Can be based on groups, images from the programme or they can save images from online (footballers, popstarts, etc)	
		4) ICT Suite. MS Publisher
4) To learn how to insert and change text in Publisher.	4) Link to topic?	5) ICT Suite. MS Publisher
5) To learn how to insert an image from the internet.	5) Develop ideas from previous week	6) ICT Suite. MS Publisher
6) To apply my skills on Publisher to create a poster.	6) Create a final poster applying all taught skills.	

Summer – Digital Literacy and E-Safety (Stop animation and iMovie)

Objective	Activities	Resources
1) To learn how to stay safe when using different technology	1) CEOP ThinkUKnow Café	1) CEOP ThinkUKnow Café
2) To learn how to capture stills and create an animation using time lapse and manual.	2) Chn to explore using time lapse and manual function on the iPad. Introduce chn to the onion layer and precision of movement.	2) iPads and characters
3) To learn how to edit an animation.	3) Allow chn to continue to develop skills. Show them how to retrieve work and how to edit errors (where they capture their hand on screen for example)	
4) To create a short animation applying taught skills.	4) Apply skills to a cartoon or apply it to explaining something in topic?	

5) To learn how to create a trailer on iMovie	5) Explore iMovie and create trailer using the previously made animation	
6) To learn how to add media to an iMovie	6) Add sound to iMovie trailer. Share on IWB and evaluate.	

Class 7:

Autumn – *Computer Sciences (Coding Language)*

Objective	Activities	Resources
1) To learn the different terminology in coding language (including, sequencing, selection and repetition)	1) Allow the chn to use the arrows to code the onscreen turtle and then look at it as coding language. Make the links between direction and turn in symbol and language. Create shapes using arrows but encourage them to say the appropriate language. Give them a key to support.	All sessions in ICT on Turtle/Turtle Acadmey
2) To learn to move and turn an onscreen robot using coding language.	2) Chn to make shapes (square, rectangle) or simple images (robot, face) using language to direct.	
3) To investigate degrees in a turn using coding language.	3) Continue from previous learning and investigate degrees turn (link to maths); again, use shapes (triangle, pentagon) or simple images (house)	
4) To learn to use loops and conditions.	4) Introduce and use loops to create shapes, pathways or images.	

Spring – *Information Technology (Writing for different Audiences and Microsoft Excel)*

Objective	Activities	Resources
1) To learn to use predefined publications to create a document.	1) Explore the use of different layouts and create different texts. Recap learning from class 6.	1) MS Publisher
2) To effectively select an appropriate publication fit for purpose	2) Chn to create a leaflet, poster, newspaper, certificate – link to topic work.	2) MS Publisher
3) To effectively select an appropriate publication fit for purpose	3) Chn to create a leaflet, poster, newspaper, certificate – link to topic work.	3) MS Publisher

4) To learn to copy and paste effectively and create repeating patterns.	4) Link to RE and create a prayer mat. Chn to use short cut keys to copy and paste. Create repeating pattern. Show how to copy and paste grouped patterns.	4) MS Word
5) To learn to calculate on Excel using SUM and AVE.	5) Input data and then calculate SUM and AVE. Could be spelling score, Christmas price list, average attendance, weather, anything really.	5) MS Excel

Summer – *Digital Literacy and E-Safety (Makewav.es)*

Objective	Activities	Resources
1) To learn how to stay safe when using different technology 2) To learn how a search engine works. 3) To learn how to post a blog post 4) To learn how to effectively comment on a blog post.	1) CEOP ThinkUKnow Café – gaming and emails 2) Power Searching with Google Unit 1.3 and Lesson 1.3 activity. 3) Create a blog post on how a search engine works 4) Comment on peer posts with more detailed information on how a search engine works.	1) CEOP ThinkUKnow Café 2) Internet, https://coursebuilder.withgoogle.com/sample/unit?unit=2 3) Yammer, Internet, Power Searching with Google

Class 8:

Autumn – *Computer Sciences (Scratch Gaming)*

Objective	Activities	Resources
1) To investigate motion using Scratch using sequencing (including straight lines and turns). 2) To learn to change **look** and **sound** when coding 3) To learn to use **events** to control character animation for repetition. 4) To learn to use **control** to explore **loops** and **pauses**. 5) To learn to use **control** to explore If/Then/Else. 6) To apply learned skills to create a game with a simple points score.	1) Build the skills up over the weeks to create a game. All on the programme Scratch.	All sessions in COMPUTING on Scratch

Spring – *Information Technology (PowerPoint and Microsoft Excel)*

Objective	Activities	Resources
1) To learn to stay safe when using different technology. 2) To learn how to insert images and text, including animation, into powerpoint. 3) To learn how to add new slides and change backgrounds on powerpoint. 4) To learn how to create a complete presentation 5) To learn how to add and subtract by coding cells	1) CEOP ThinkUKnow Café – mobile phones 2) Based on E-safety or a presentation of interest? Themselves or linked to topic? 3) Continuation of work from previous week with new skills 4) Chn apply all skills in pairs to the present to class (S+L) 5) Shopping trip or Christmas wish list	1) CEOP ThinkUKnow Café 2) COMPUTING suite PowerPoint 3) COMPUTING suite PowerPoint 4) COMPUTING suite PowerPoint 5) COMPUTING suite Excel

6) To learn how to multiply and divide by coding cells	6) As above	6) COMPUTING suite Excel
7) To apply my knowledge of spreadsheets to a problem.	7) Manage a budget for the Christmas Party.	7) COMPUTING suite Excel

Summer – *Digital Literacy and E-Safety (Blogging/Twitter)*

Objective	Activities	Resources
To learn what networks are and how the internet works. 2) To continue research on networks and how the internet works. 3) To learn how to blog effectively. Quick recap on e-safety. 4) To learn how to comment effectively. 5) To learn to blog fluently.	1) Create a word document about networks and how the internet works by searching the internet using a search engine 2) Recap last week's work and continue to add research to word document. 3) Quick class discussion about e-safety. Share parts of research in blog posts 4) To comment on each other's posts and encourage discussion on research. 5) continue to blog, sharing and discussing research, share research word document	1) Word, internet. 2) Word, internet. 3) Yammer, Word, Internet 4) Yammer Word, Internet 5) Yammer, Word, Internet

Class 9:

Autumn – Computer Sciences (Scratch) Creating Own Game.

Objective	Activities	Resources
1) To learn to add controls to move a sprite using the arrow keys.	1) Children to follow tutorial for the arrow keys on scratch.	All sessions in ICT on Scratch
2) To learn to add controls to make a chase game.	2) Children to apply knowledge of moving sprite with arrow keys to follow tutorial to make a game with this.	
3) To show fluency of using controls to create my own game with the arrow keys.	3) Children to recap on learning from previous week. Children to make their own chase game using arrow keys to move sprite.	
4) To learn to add variables to create a game	4) Children watch tutorial for clicker game and create.	
5) To show fluency of using variables to create a game	5) Children to recap on learning from previous week. Children to make their own chase game.	
6) To plan to use controls and variable to create my own game.	6) Children to recap knowledge of controls and variables and plan what they want their game to look like. Children to investigate using scratch what type of game they want to make.	
7) To apply my knowledge of controls and variables to create my own game.	7) Recap on what controls and variables do. Children to create their own game using controls and variables and swap with partner to play game. Discuss any debugging issues.	
8) To continue to deepen my understanding of programming to create my own game.		

9) To edit and improve my game following alpha testing.	8) Continue with games from previous week. Children to investigate different	
10) To learn about the process of game development.	9) Discuss the term Alpha testing. Children to test their own games to ensure no bugs and it works correctly. Children to make improvements to their own game.	
11) To show an understanding of programming and coding to suggest improvements to a game.	10) Children to think of their favourite computer game. How do you think that was created? Was it created and then it was ready? Discuss beta testing, feedback, improvements etc of game development.	
12) To edit and improve my game following beta testing.	11) Children to load up games from previous weeks. Children to play each other's games and suggest how they would improve it.	
	12) Recap of game development process. Children to edit their games following advice from the rest of the class.	

Spring – Databases, Digital Literacy (Webpages) and E Safety

Objective	Activities	Resources
1) To learn what a search engine is. 2) To learn how to search a database effectively.	1) Children to name search engines they know. Expain to children that search engines work because they are a huge database with all the websites on. Children to use three different search engines and do they get the same results? Why? Why not?	1) Microsoft Word 2) Microsoft Publisher 3) Google Sites 4) STEM website 5) E safety scenario cards

3) To understand what makes a good webpage 4) To plan the layout of an effective webpage. 5) To consider the ownership and use of images (copyright) 6) To learn the importance of previewing pages before publication. 7) To show an understanding of a navigation path 8) To recognise the implications of linking to content owned by other people. 9) To reinforce ways of remaining safe online 10) To apply knowledge of website to create a webpage about e safety.	2) Children to recap on what a search engine is. Introduce children to power searching with google. Discuss how to power search. Have you got better results? Why od you think this is? 3) Children to go on a range of pre-chosen website by the teacher (BBC bitesize, a brand etc.) Children to create a word document stating what was good about the webpage and improvements. 4) Children to recap on what web pages were good that they used. Children to think of their own webpage. Using publisher and shapes children design what they want their text book to look like. 5) Children to learn the terms familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources. 6) Create their own web page in Google Sites. Using their plan from previous lessons, children will create their own web page/ home page. They will preview their web page as it appears on different devices and suggest or make edits to improve the appearance of the page across the devices. 7) Children will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.	

11) To demonstrate a secure understanding of an effective webpage. 12) To edit and improve a webpage to make it more effective.	8) Children will consider the implications of linking to content owned by other people and create hyperlinks on their own websites to link to other people's work. They will then evaluate the user experience when using their own website and that of another child. 9) Children to use e safety scenario cards and act out how they would react to them. Children to give advice to the rest of the class if this was to happen to them. 10) Recap what children have learned this term on how to make websites. Children to create own website about e safety and how to stay safe online. 11) Children to review each other's websites and suggest improvements. 12) Children to implement improvements from partner ot their webpage.	

Summer – *Information Technology – Gif Making and PowerPoint*

Objective	Activities	Resources
1) To learn how to use a graphics programme to create an animated gif file.	1) Start to create a simple gif using multiple layers and how to save project.	1) GIMP
2) To learn export an image as a gif.	2) Recap last lessons work, finish simple gif and export image as an animated gif.	2) GIMP
3) To learn to share an animated gif and provide feedback.	3) Share animated gif on Yammer and leave positive comments on other children's gifs.	3) Yammer
4) To research and provide feedback on existing gifs.	4) Research more detailed animated gifs and start to create a more detailed animated gif using different tools.	4) Internet, GIMP
5) To show fluency of creating a animated gif file.		5) Internet, GIMP
6) To show fluency of sharing a gif online.	5) Recap last weeks lesson and continue animated gif	6) Yammer
7) To learn how to import pictures into PowerPoint.	6) Upload more detailed gif to Yammer and download other children's gifs.	7) PowerPoint
8) To learn how to use custom animations in PowerPoint	7) Import saved animated gifs into PowerPoint.	
9) To learn how to use slide transitions in PowerPoint	8) Add animations to objects such as images and text. 9) Add slide transitions to PowerPoint	
10) To learn how to use timings and triggers in PowerPoint	10) Add timings and triggers to animations and slide transitions	