



**UNLOCKING POTENTIAL  
LEVELLING THE SOCIAL AND ACADEMIC ARENA**

**Autumn 1 – KS2 (a) ICT: E-Safety – Common Sense & Media**

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Staying Safe Online  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/safety-in-my-online-neighborhood">https://www.commonsense.org/education/digital-citizenship/lesson/safety-in-my-online-neighborhood</a>	<ul style="list-style-type: none"> <li>Discover that the internet can be used to visit faraway places and learn new things.</li> <li>Compare how staying safe online is similar to staying safe in the real world.</li> <li>Explain rules for traveling safely on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Website</li> <li>App</li> </ul>	The power of the internet allows students to experience and visit places they might not be able to see in person. But, just like traveling in the real world, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe on online adventures.	<ul style="list-style-type: none"> <li>Using internet browser.</li> <li>Using a search engine online.</li> <li>Understanding the basic rules of staying safe online.</li> </ul>	Discuss the functions which the internet can be used for. Identify where the similarities are to staying safe online vs offline. Describe the rules for travelling safely on the internet.	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
2 Follow the Digital Trail	<ul style="list-style-type: none"> <li>Learn that the information they share online leaves a</li> </ul>	<ul style="list-style-type: none"> <li>Digital footprint</li> <li>Permanent</li> <li>Private information</li> <li>trail</li> </ul>	Does what you do online always stay online? Students learn that the information they share online leaves a digital footprint or "trail." Depending	<ul style="list-style-type: none"> <li>Digital footprint awareness</li> <li>Online safety awareness</li> </ul>	Discuss why it may be important to know about the trail left online.	<input checked="" type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social

<a href="https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails">https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails</a>	<p>digital footprint or "trail"</p> <ul style="list-style-type: none"> <li>Explore what information is OK to be shared online</li> </ul>		<p>on how they manage it, this trail can be big or small, and harmful or helpful. Students compare different trails and think critically about what kinds of information they want to leave behind.</p>		<p>Identify what information is useful to share online and what is not. Describe why this might be relevant</p>	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
<p>3</p> <p>Screen out the Mean</p> <p><a href="https://www.commonsense.org/education/putting-a-stop-to-online-meanness">https://www.commonsense.org/education/putting-a-stop-to-online-meanness</a></p>	<ul style="list-style-type: none"> <li>Understand what online meanness can look like and how it can make people feel</li> <li>Identify ways to respond to mean words online, using S-T-O-P</li> </ul>	<ul style="list-style-type: none"> <li>online</li> </ul>	<p>The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other. With this role play, help your students understand why it's often easier to be mean online than in person, and how to deal with online meanness when they see it.</p>	<ul style="list-style-type: none"> <li>Stop, think, organise, post</li> <li>Recognising aggressive language and statements</li> </ul>	<p>Describe how the STOP process works. Discuss the difference between someone deliberately being mean and someone who is accidentally mean.</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
<p>4</p> <p>Using Keywords</p> <p><a href="https://docs.google.com/document/d/1xXqYuF82Wih-uEGJfoeV7Doqe86ebetdQYBRyTS_SSk/preview">https://docs.google.com/document/d/1xXqYuF82Wih-uEGJfoeV7Doqe86ebetdQYBRyTS_SSk/preview</a></p>	<ul style="list-style-type: none"> <li>Students will identify the basic parts of a web search engine search page.</li> <li>Students will learn to "read" a web search results page.</li> </ul>	<ul style="list-style-type: none"> <li>Search engine</li> <li>Browser</li> <li>web</li> </ul>	<p>Skillful searches are essential for 21st century learning and information literacy. Before worrying about what students should type into a search engine, however, we need to teach them basics: where to type in their query, and how to understand the pages of results. In this beginning search lesson students will take a look at the main pages and buttons they will encounter while using search engines.</p>	<ul style="list-style-type: none"> <li>Learning how safe searching keeps us safe</li> <li>Understanding how to distill ideas to a couple of relevant words.</li> </ul>	<p>Describe how to use keywords to find specific information. Identify why having unclear searches could be problematic. Identify how a search result page should be accessed.</p>	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
<p>5</p>	<ul style="list-style-type: none"> <li>Students will research a topic</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Credibility</li> </ul>	<p>Understanding that information is open to bias is a</p>	<ul style="list-style-type: none"> <li>Digital footprint awareness</li> <li>Online safety awareness</li> </ul>	<p>Discuss how the group work helped</p>	<input type="checkbox"/> Resilience and adaptability	<u>Subject links:</u> PSHE

<p>Test for Credibility</p> <p><a href="https://appliedigitalskills.withgoogle.com/c/middle-and-high-school/en/research-and-develop-a-topic/overview.html">https://appliedigitalskills.withgoogle.com/c/middle-and-high-school/en/research-and-develop-a-topic/overview.html</a></p>	<p>of their choosing.</p> <ul style="list-style-type: none"> <li>Students will understand that information online is not always the truth.</li> <li>Students will collaborate and share their work online.</li> </ul>	<ul style="list-style-type: none"> <li>Fake news</li> <li>Collaboration</li> </ul>	<p>crucial contemporary skill. Identifying for students that online information is more prone to bias and misinformation than any other format of consuming media helps create better critical thinking around the media that is consumed.</p>		<p>Identify where we may find fake news Describe what was the hardest part of sharing the work online.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Proactive and problem solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Creativity</li> </ul>	<p><u>SMSC links:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social</li> <li><input type="checkbox"/> Moral</li> <li><input type="checkbox"/> Spiritual</li> <li><input checked="" type="checkbox"/> Cultural</li> </ul> <p><u>Therapy links:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social skills</li> <li><input type="checkbox"/> Fine motor skills</li> </ul>
<p>6 Extension Work</p> <p><a href="https://www.typingclub.com/">https://www.typingclub.com/</a> <a href="https://www.typing.com/student/game/ztype">https://www.typing.com/student/game/ztype</a></p>	<p>Providing students with extension activities to build confidence in computer use and keyboard skills</p>						

## Autumn 2 – KS2 (a) ICT: E-Safety – Be Internet Awesome

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
<p>1 Think Before You Click</p> <p><a href="https://sites.google.com/">https://sites.google.com/</a></p>	<ul style="list-style-type: none"> <li>Students to learn about the Think Before You Click pledge</li> <li>Students to be able to identify</li> </ul>	<ul style="list-style-type: none"> <li>Cyber Crime</li> <li>Phishing</li> <li>Cyber Terrorism</li> <li>Hacking</li> <li>Identity Theft</li> <li>Malware</li> </ul>	<p>Students need to understand that the online world requires as much security awareness as they use in real life.</p>	<ul style="list-style-type: none"> <li>Online dangers awareness</li> <li>Personal responsibility for accessing online content</li> <li>Knowing moral difference between right and wrong with software uses.</li> </ul>	<p>Identify situations in which the pledge will be needed Describe how Think Before you Click can keep you safe online.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resilience and adaptability</li> <li><input type="checkbox"/> Proactive and problem solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input checked="" type="checkbox"/> Leadership</li> </ul>	<p><u>Subject links:</u></p> <p>PSHE</p> <p><u>SMSC links:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social</li> <li><input checked="" type="checkbox"/> Moral</li> <li><input type="checkbox"/> Spiritual</li> </ul>

<a href="http://a/gsbj.org/gv/c1414/home">a/gsbj.org/gv/c1414/home</a>	in which situations the pledge would be needed.	<ul style="list-style-type: none"> <li>• Software Piracy</li> </ul>				<input type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
2 - 3 Interland <a href="https://beintemetawesome.withgoogle.com/en_us/interland/kingdom">https://beintemetawesome.withgoogle.com/en_us/interland/kingdom</a>	<ul style="list-style-type: none"> <li>• Students learn about how to engage with online bullies</li> <li>• Students understand the importance of developing positive language uses when online.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber bully</li> <li>• Reporting</li> </ul>	Students integrate their learning best when they implement it. Using a gaming platform to exercise those ideas helps to synthesize their learning. As there are many levels, each dealing with a different element of online social engagements, this would best be rolled out over 2 weeks of lesson.	<ul style="list-style-type: none"> <li>• Learning how to implement the rules of Common Sense from previous half term</li> <li>• Identifying causes for cyber bullying</li> <li>• Recognising arenas in which these events can happen.</li> </ul>	Describe how best to deal with online bullies Identify how positive language helps change interactions	<input checked="" type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
4 – 5 Design an internet safety game <a href="https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/">https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</a>	<ul style="list-style-type: none"> <li>• To reinforce the message of safer internet use.</li> <li>• To develop group working skills</li> <li>• To devise and prototype a themed board game</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Online</li> <li>• Safety online</li> </ul>	Children learn best when their experience at school is echoed and reinforced at home, and vice versa. Parents and carers play an essential role in the safety of their children online, particularly for this age group. Starting these sessions with an example game can really help. <a href="https://www.tes.com/teaching-resource/internet-safety-board-game-11135546">https://www.tes.com/teaching-resource/internet-safety-board-game-11135546</a>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Developing design into prototype</li> </ul>	Discuss development highpoints and difficulties Present the prototype of their board game Identify how players would learn from playing their game.	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
6 “Be a Protector” <a href="http://login.rbwm.org.uk/stfrancisweb/site/sf_modules/2012inter">http://login.rbwm.org.uk/stfrancisweb/site/sf_modules/2012inter</a>	<ul style="list-style-type: none"> <li>• To recall number bonds to 12.</li> <li>• To perform addition and subtraction to 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Turntaking</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	Group work is great for this session, allowing students to co-learn.	<ul style="list-style-type: none"> <li>• Learners will be able to recognise and manage risk</li> <li>• and make safer choices.</li> <li>• Learners are able to carry out basic numerical</li> <li>• manipulations.</li> <li>• Learners are able to work co-operatively, following</li> </ul>	Identify which elements of the boardgame best support online safety Describe how one can best use the key learning objectives	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u> PSHE  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural

<a href="#">netsafety/internetsafety/boardgame/plan.pdf</a>	<ul style="list-style-type: none"> <li>To reinforce number recognition to 96.</li> <li>To follow instructions.</li> </ul>			<ul style="list-style-type: none"> <li>instructions.</li> </ul>			<u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
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### Spring 1 - KS2 (a) ICT: Coding – Scratch Jnr

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Questions & Quizzes – Q&A	<ul style="list-style-type: none"> <li>Student can compare quizzes and decompose a problem into smaller parts.</li> <li>Write and debug programs that accomplish specific goals by creating a quiz question.</li> <li>Student can write and debug a program.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz,</li> <li>paper,</li> <li>online,</li> <li>pros, cons,</li> <li>decompose</li> <li>decomposing,</li> <li>logical sequence,</li> <li>flowchart,</li> <li>sprite,</li> <li>block,</li> <li>command</li> <li>key press,</li> <li>answer.</li> </ul>	Create content that accomplish given goals and solve problems by decomposing them into smaller parts by analysing the difference between paper and online quizzes.	<ul style="list-style-type: none"> <li>Breaking down tasks into smaller components.</li> <li>Familiarised with coding blocks</li> <li>Writing code in Scratch</li> </ul>	<p>I can identify the pros and cons of different types of quizzes.</p> <p>I can decompose a problem into smaller parts.</p> <p>I can write a program using Scratch.</p> <p>I can identify errors and debug a program using Scratch.</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u> Maths  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
2 Questions & Quizzes – A Short Quiz	<ul style="list-style-type: none"> <li>Student can write and debug a program.</li> <li>Use sequence and selection in programs by</li> </ul>	<ul style="list-style-type: none"> <li>Sprite,</li> <li>block,</li> <li>command</li> <li>algorithm</li> <li>answer,</li> <li>correct,</li> <li>errors,</li> <li>program,</li> </ul>	Write and debug programs that accomplish specific goals in the context of creating a quiz question.	<ul style="list-style-type: none"> <li>Breaking down tasks into smaller components.</li> <li>Sequencing using coding blocks</li> <li>Developing “If/Then” understanding</li> <li>Writing code in Scratch</li> </ul>	<p>I can write a program using visual programming blocks.</p> <p>I can identify errors and debug a program using Scratch.</p> <p>I can create a sequence of instructions using</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural

	<ul style="list-style-type: none"> <li>• Student creates a sequence of commands and using the 'if...then...else' command.</li> <li>• Student can use sequence and selection.</li> </ul>	<ul style="list-style-type: none"> <li>• quiz.</li> </ul>			Scratch. I can use the duplicate function.		<u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
3 Questions & Quizzes – Changing the Sprite	<ul style="list-style-type: none"> <li>• I can write and debug a program which uses sequence and repetition.</li> <li>• Work with variables by changing the colour, shape, size and adding extra features to the sprites used in the quiz.</li> <li>• I can work with variables.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprite,</li> <li>• block,</li> <li>• command</li> <li>• program,</li> <li>• variables,</li> <li>• colour,</li> <li>• words,</li> <li>• effects,</li> <li>• program,</li> <li>• quiz,</li> <li>• costume,</li> <li>• size.</li> </ul>	Write and debug programs that accomplish specific goals by creating visual effects as part of a quiz. Use sequence and repetition in programs by sequencing commands that run and using repetition to create effects.	<ul style="list-style-type: none"> <li>• Breaking down tasks into smaller components.</li> <li>• Sequencing using coding blocks</li> <li>• Developing understanding of variables</li> <li>• Writing code in Scratch</li> </ul>	<p>I can write and debug programs using Scratch.</p> <p>I can use repetition to create an effect.</p> <p>I can program a variable for a sprite in Scratch.</p> <p>I can add features to a sprite in Scratch</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
4 Questions & Quizzes – Additional Effects	<ul style="list-style-type: none"> <li>• I can write and debug a program which uses a sequence.</li> <li>• Work with variables by changing the backdrop to the quiz.</li> <li>• I can work with variables.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprite,</li> <li>• block,</li> <li>• command</li> <li>• program,</li> <li>• variables,</li> <li>• colour,</li> <li>• words,</li> <li>• effects,</li> <li>• program,</li> <li>• background,</li> <li>• backdrop,</li> <li>• sounds,</li> <li>• record,</li> </ul>	<p>Write and debug programs that accomplish specific goals in the context of adding sound effects and changing backdrops.</p> <p>Use sequence in programs by adding blocks to existing programs and ensuring they run all the effects.</p>	<ul style="list-style-type: none"> <li>• Breaking down tasks into smaller components.</li> <li>• Sequencing using coding blocks</li> <li>• Developing understanding of variables</li> <li>• Writing code in Scratch</li> </ul>	<p>I can write and debug programs using Scratch.</p> <p>I can add to an existing sequence of commands.</p> <p>I can use variables to change the backdrop in a quiz.</p> <p>I can select when to change the variable in the program sequence.</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

		<ul style="list-style-type: none"> <li>• play,</li> <li>• broadcast.</li> </ul>					
5 Questions & Quizzes - Scoring	<ul style="list-style-type: none"> <li>• I can write a program.</li> <li>• Work with variables by creating a scoring system for a quiz.</li> <li>• I can work with variables.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprite,</li> <li>• block,</li> <li>• answer.</li> </ul>	Write programs that accomplish specific goals in the context of creating a scoring system.	<ul style="list-style-type: none"> <li>• Breaking down tasks into smaller components.</li> <li>• Sequencing using coding blocks</li> <li>• Developing understanding of variables</li> <li>• Writing code in Scratch</li> </ul>	<p>I can write a program including a scoring system.</p> <p>I can demonstrate that I understand how a scoring system works.</p> <p>I can create a variable scoring system using Scratch.</p> <p>I can assign numerical values to the scoring system.</p>	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<p><u>Subject links:</u></p> <p><u>SMSC links:</u></p> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <p><u>Therapy links:</u></p> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
6 Questions & Quizzes – Create your own Quiz!	<ul style="list-style-type: none"> <li>• Work with variables by creating effects in their own quiz.</li> <li>• I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprite,</li> <li>• backdrop,</li> <li>• block,</li> <li>• command,</li> <li>• algorithm</li> <li>• answer,</li> <li>• repeat,</li> <li>• sound effects,</li> <li>• visual effects,</li> <li>• change,</li> <li>• vary,</li> <li>• score.</li> </ul>	Design, write and debug programs that accomplish specific goals by creating a quiz on a topic of their choice. Use sequence, selection, and repetition in programs by creating a sequence of blocks and using the ‘if...then...else’ and ‘repeat’ commands.	<ul style="list-style-type: none"> <li>• Breaking down tasks into smaller components.</li> <li>• Writing code in Scratch</li> </ul>	<p>I can design and write a program using Scratch.</p> <p>I can debug a program to ensure that it works.</p>	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<p><u>Subject links:</u></p> <p><u>SMSC links:</u></p> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <p><u>Therapy links:</u></p> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

### Spring 2 – KS2 (a) ICT: Digital Literacy – Using a Computer

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
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<p>1 How can computers help you learn? <a href="https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zxbwjxs">https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zxbwjxs</a></p>	<ul style="list-style-type: none"> <li>Identify all the different ways a computer can be used</li> <li>Identify how computer icons are used</li> </ul>	<ul style="list-style-type: none"> <li>Icon</li> <li>Media</li> </ul>	<p>Computers help you in many different ways. Computers can help you learn. You can use them in class or at home. They are used for a wide variety of tasks. How do we interact with them?</p>	<p>Recognition of common iconography Mapping out of computer integration into modern life</p>	<p>Describe the different ways in which computers are used</p> <p>Explain how different icons are used to represent different functions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resilience and adaptability</li> <li><input checked="" type="checkbox"/> Proactive and problem solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u> Art</p> <p><u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>
<p>2 What is the Internet? <a href="https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zgwnsbk">https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zgwnsbk</a></p>	<ul style="list-style-type: none"> <li>Identify the things that can connect us to the internet</li> <li>Discuss how much the internet impacts our lives.</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Network</li> </ul>	<p>The internet is made of computers connected to each other around the world. Words and pictures can be sent from one computer to another. You can look at words and pictures from a computer on the other side of the world. When you use websites and some apps, you are using the internet.</p>	<p>Research skills Understanding how research keywords produce different results</p>	<p>Describe what artifacts in our lives are connected to the internet Analyse how our lives are different with or without the internet</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resilience and adaptability</li> <li><input type="checkbox"/> Proactive and problem solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input checked="" type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u> PSHE</p> <p><u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>
<p>3 How do people use computers at work? <a href="https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zcmyvcw">https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zcmyvcw</a></p>	<ul style="list-style-type: none"> <li>Identify how people use computers in different places</li> <li>Describe why people may want to use computers in different places</li> </ul>	<ul style="list-style-type: none"> <li>connectivity</li> <li>digital balance</li> </ul>	<p>Computers are all around us. They can help us do things quickly, save information and keep in touch. People in shops, factories, hospitals and schools use computers in lots of different ways to do different types of jobs</p>	<p>Develop understanding of digital/life balance Develop awareness of diverse working spaces</p>	<p>Discuss how having a digital/life balance may be important in a developing lifestyle. Analyse how our lives are different with or without the internet</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resilience and adaptability</li> <li><input checked="" type="checkbox"/> Proactive and problem solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u> PSHE</p> <p><u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>



4 How does animation work? <a href="https://www.bbc.co.uk/bitesize/topics/zr386sg/articles/zskthyc">https://www.bbc.co.uk/bitesize/topics/zr386sg/articles/zskthyc</a>	<ul style="list-style-type: none"> <li>Learn how animation is created in 2D</li> <li>Use Scratch to animate a short scene</li> </ul>	<ul style="list-style-type: none"> <li>Animate</li> <li>Coding</li> </ul>	Animations (cartoons) can be made with drawings and by coding. Some animations work by using lots of drawings. You can also use coding to make an animation. This way you don't have to draw lots of pictures to make something move. Instead you can use words like 'move', 'turn', 'speed' and 'scroll'.	Art and design in animation Character design	Demonstrate making a character move using code in Scratch Analyse own work and identify strengths and areas for development	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> Art  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
5 - 6 Making an animation <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-stop-motion-animation/zr67kmm">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-stop-motion-animation/zr67kmm</a>	<ul style="list-style-type: none"> <li>Reflect on animations and consider how animations are created.</li> <li>Research an animated character and explore what the design tells us about their personality.</li> <li>Animate an everyday object</li> </ul>	<ul style="list-style-type: none"> <li>Personality</li> <li>photograph</li> </ul>	When we watch animations, we might not always consider the work that has gone into creating the piece. Animators use drawings, 3D models and everyday objects in their creations and stop-motion is an extremely accessible form of animation, for animators of all abilities and ages.	Identifying evocative shapes that represent emotions (circle = content, isosceles triangle = aggression, etc) Learning about stop-motion animation	Demonstrate making an object move using stop-motion animation Describe an emotional scene using animation Analyse own work and identify strengths and areas for development	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> Art  <u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

## Summer 1 – KS2 (a) ICT: Coding – Sound and Music

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Rock Band <a href="https://projects.raspberrypi.org/en/projects">https://projects.raspberrypi.org/en/projects</a>	<ul style="list-style-type: none"> <li>To create a project in Scratch</li> </ul>	<ul style="list-style-type: none"> <li>instruments</li> <li>animation</li> <li>sprite</li> </ul>	To build the foundations of this project will require the students to create the initial Sprite to represent the instrument.	Developing coding skills learned from earlier in the year. Building understanding of the relationship between icon and interaction	Demonstrate new project saved with 1 instrument added Analyse own work and identify strengths	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social

<a href="https://projects.rock-band/1">ects/rock-band/1</a>	<ul style="list-style-type: none"> <li>To view animation and plan their own</li> <li>Learn to code their own instruments</li> </ul>				and areas for development	<input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
2 Rock Band <a href="https://projects.raspberrypi.org/en/projects/rock-band/2">https://projects.raspberrypi.org/en/projects/rock-band/2</a>	<ul style="list-style-type: none"> <li>Create a stage for the band in Scratch</li> <li>Create the drum sound for the sprite</li> <li>Learn to code their own instruments</li> </ul>	<ul style="list-style-type: none"> <li>instruments</li> <li>animation</li> <li>sprite</li> </ul>	The instrument now requires a space and a sound.	Developing coding skills learned from earlier in the year. Building understanding of the relationship between icon and interaction	Demonstrate stage for band through use of backdrops Demonstrate use of sound file linked to icon in Scratch Analyse own work and identify strengths and areas for development	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
3 Rock Band <a href="https://projects.raspberrypi.org/en/projects/rock-band/5">https://projects.raspberrypi.org/en/projects/rock-band/5</a>	Make a singer have a singing voice Use code to change a sprite's costume in Scratch	<ul style="list-style-type: none"> <li>instruments</li> <li>animation</li> <li>sprite</li> </ul>	Adding a singer, providing a voice and then changing the costume of that singer, demonstrates to the students the depth of range that can be achieved within the Scratch coding platform.	Developing coding skills learned from earlier in the year. Building understanding of the relationship between icon and interaction	Demonstrate singer sprite linked with sound Analyse own work and identify strengths and areas for development	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
4 – 6 Rock Band <a href="https://projects.raspberrypi.org/en/projects/rock-band/6">https://projects.raspberrypi.org/en/projects/rock-band/6</a>	<ul style="list-style-type: none"> <li>Improve the action and operation of the drum</li> <li>Improve the action and</li> </ul>	<ul style="list-style-type: none"> <li>instruments</li> <li>animation</li> <li>sprite</li> </ul>	Student-lead learning is crucial for embedding knowledge, so allowing students here to explore the potential iterations of this platform will provide valuable	Improve investigational skills Develop critical analysis and review Creative eye/ear	Demonstrate completed band piece including at least 1 additional instrument Analyse own work and identify strengths	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral

<a href="#">ects/rock-band/4</a>	operation of the singer <ul style="list-style-type: none"> <li>Add an additional instrument to the band</li> </ul>		insight into students understanding.		and areas for development	<input type="checkbox"/> Leadership <input type="checkbox"/> Creativity	<input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
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## Summer 2 – KS2 (a) ICT: Coding - Scratch Project

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 - 2 Research making a game <a href="https://projects.raspberrypi.org/en/codeclub/scratch-module-1">https://projects.raspberrypi.org/en/codeclub/scratch-module-1</a>	To plan an interactive game or animation To research how other Scratch games are made To review work done and analyse own development	<ul style="list-style-type: none"> <li>game design</li> <li>research</li> </ul>	Brainstorm and plan: children to create game or animation and to design and plan their own version	Development and planning, showing intended outcomes Review and research skills Self-analysis highlighting areas for development	Discuss work in progress and identify areas of development Analyse research and its influence on development of own game	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> Art  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
3-5 Develop the game	To develop their own game from their design and research To test their game with peer group To provide feedback and constructive criticism on others work	<ul style="list-style-type: none"> <li>animation</li> <li>sprite</li> </ul>	Creating sprites, backgrounds and adding functionality to the game design. Sharing work in progress allows students to peer-review and build on each other's learning.	Review and iteration of code being crucial to the development of polished finished products	Analyse feedback received to iterate on areas of development Complete a playable version of their game.	<input type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> Art  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

6 Student share and review	To play and rate other student's finished work	<ul style="list-style-type: none"> <li>• review</li> </ul>	Children play each other's games and assess/feedback on success compared to initial plan.	Peer review using constructive criticism is an ideal skill to develop	Discuss how review process helped develop their final design ideas. Analyse what makes a game engaging and evocative.	<input checked="" type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Creativity	<u>Subject links:</u> English  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
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