



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

**Autumn 1 – KS2 (b) ICT: Don't Fall for Fake**

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Don't Bite that Phishing Hook! <a href="https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf">https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf</a>	<ul style="list-style-type: none"> <li>Learn techniques people use to steal identities.</li> <li>Review ways to prevent identity theft.</li> <li>Know to talk to a trusted adult if they think they're a victim of identity theft.</li> <li>Recognise the signs of phishing attempts.</li> <li>Be careful about how and with whom they share personal info.</li> </ul>	<ul style="list-style-type: none"> <li>Phishing</li> <li>Online identity</li> <li>Identity theft</li> </ul>	Phishing is when someone tries to steal information like your login or account details by pretending to be someone you trust in an email, text, or other online communication.	When you are online, always be on the lookout for phishing attacks in your email, texts, and posted messages – and if you do get fooled, make sure you tell an adult you trust right away.	Discuss the different ways identities can be stolen Identify how to protect online identity	<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 <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

<p>2 Who are you really? <a href="https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf">https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf</a></p>	<ul style="list-style-type: none"> <li>• Understand that people online may not be who they say they are.</li> <li>• Be sure the person is who they say they are before replying.</li> <li>• Ask questions or get help from an adult if it's hard to tell who the person is.</li> </ul>	<ul style="list-style-type: none"> <li>- Catfishing</li> <li>- Reporting</li> </ul>	<p>Sometimes it's harder to be sure someone is who they say they are.</p>	<p>You control whom you talk to online. Make sure the people you connect with are who they say they are!</p>	<p>Identify the warning signs of a catfishing attempt Analyse why reporting to an adult helps manage difficult or unpleasant situations</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 type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>
<p>3 About those bots <a href="https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf">https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf</a></p>	<ul style="list-style-type: none"> <li>• Learn about this interactive technology showing up in more and more places in students' lives.</li> <li>• Identify experiences with bots of various kinds.</li> <li>• Analyse the impact these technologies can have on daily life – both positive and negative.</li> </ul>	<ul style="list-style-type: none"> <li>- Bots</li> <li>- clickbait</li> </ul>	<p>Students are interacting with more and more nonhuman “voices” coming out of devices, apps, and sites these days – mostly at home, but perhaps increasingly at school. Sometimes they're called “chatbots,” sometimes “virtual assistants,” often just “bots.” This is a simple Q&amp;A activity designed to get the class thinking out loud together about interacting with bots</p>	<p>Critical thinking is one of the best, most long-lasting “tools” we have for keeping our tech use positive – and the great thing is that it's a tool that gets better every time we use it. Thinking out loud together is a powerful, fun way to use and improve that tool.</p>	<p>Identify how we recognise the difference between a person and a ‘bot Analyse why that may be difficult or dangerous for a user.</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 type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u></p> <p><u>SMSC links:</u> <input 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>4 Interland: Reality River</p>	<ul style="list-style-type: none"> <li>• Play through ‘Reality River’ and answer the questions from the “Don’t Fall</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<p>Have your students play Reality River and use the questions to prompt further discussion about the lessons learned in the game. Most</p>	<p>Reflecting on learning from module</p>	<p>Complete play through of Reality River and answer questions on work done</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 type="checkbox"/> Communication</li> </ul>	<p><u>Subject links:</u></p> <p><u>SMSC links:</u> <input type="checkbox"/> Social</p>

<a href="https://beintemetawesome.withgoogle.com/en_us/interland/landing/reality-river">https://beintemetawesome.withgoogle.com/en_us/interland/landing/reality-river</a>	for Fake” activity pack		students get the most out of the experience by playing solo, but you can also have students pair up. This may be especially valuable for younger students.			<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
5 Research and Develop a Topic <a href="https://docs.google.com/document/d/12Hxd5fRt32ZMVZ9OJNPJUIsknPCExxCWByGKz1P_Qc/edit">https://docs.google.com/document/d/12Hxd5fRt32ZMVZ9OJNPJUIsknPCExxCWByGKz1P_Qc/edit</a>	<ul style="list-style-type: none"> <li>• Add documents in a document</li> <li>• Digitally share a document</li> <li>• Evaluate an article’s credibility</li> </ul>	<ul style="list-style-type: none"> <li>- Credible</li> <li>- Code</li> <li>- Digital Collaboration</li> <li>- Cybercriminal</li> <li>- Phishing</li> </ul>		<ul style="list-style-type: none"> <li>- Learn about the lessons, in which students conduct research, test credibility sources and write their own fake articles.</li> <li>- Research strategies</li> <li>- Evaluating bias</li> <li>- Programming events</li> <li>- Google Docs</li> </ul>	With a partner, students write an article that contains at least 3 clues that the article is noncredible. Students exchange articles with another set of partners to review and add comments about credibility clues.	<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

## Autumn 2 – KS2 (b) ICT: Digital Literacy – Research and Develop a Topic

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 - 2 Explore a topic with research and collaboration <a href="https://docs.google.com/document/d/12Hxd5fRt32ZMVZ9OJ">https://docs.google.com/document/d/12Hxd5fRt32ZMVZ9OJ</a>	<ul style="list-style-type: none"> <li>• Conduct an advanced internet search</li> <li>• Research and record information about a topic in a document</li> <li>• Write a research based article</li> </ul>	<ul style="list-style-type: none"> <li>- Advanced Search</li> <li>- Paraphrase</li> <li>- Summarize</li> <li>- Keyword / Term</li> <li>- Plagiarism</li> <li>- Cite / Citation</li> </ul>	By the end of this lesson, students should be able to: Conduct an advanced Google Search to find specific information about a topic by Omitting certain words from a search Searching for an exact phrase Use Google Docs to record research information	Research strategies <ul style="list-style-type: none"> <li>• Evaluating bias</li> <li>• Programming events</li> <li>• Google search</li> <li>• Google Docs</li> </ul>	Students conduct an advanced Google search. Students record notes in the “Research Notes” document. Students write a short paragraph using the information found about the topic.	<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> 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>

<a href="#">NPJUisknvPCExxCWByGKz1P_Qc/edit</a>	and share it digitally		Use Google Docs to write a research based article and share it digitally				<input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
3 - 4 Create a welcome screen	<ul style="list-style-type: none"> <li>● Write code, and execute a program</li> <li>● Create a personalized alert in a document</li> </ul>	<ul style="list-style-type: none"> <li>- Alert / Pop-up</li> <li>- Code</li> <li>- Script Editor</li> <li>- Javascript</li> <li>- Left / Right curly brace</li> <li>- Autocomplete Menu</li> <li>- UI / User Interface</li> <li>- Parameter</li> <li>- HTML</li> <li>- Variable</li> <li>- Tags</li> <li>- Forward slash</li> <li>- Function</li> </ul>	By the end of this lesson, students should be able to: Open the Script Editor in Google Docs Change the appearance of alert text using HTML code	<ul style="list-style-type: none"> <li>● Research strategies</li> <li>● Evaluating bias</li> <li>● Programming events</li> <li>● Script Editor in Google Docs</li> <li>● HTML code</li> </ul>	Students write code that will show an alert message. Students add code to make the alert message appear automatically when the document is opened.	<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> English  <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 Wrap-Up	To reflect on their learning Identify an area of development	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Self-analysis</li> </ul>	Students should be able to demonstrate their learning through the completion of the reflection sheet. Watching the reflection videos before hand will help focus their thinking.	<ul style="list-style-type: none"> <li>● Self analysis</li> </ul>	Complete the Reflection questionnaire Discuss which areas they found hard and need development	<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> English, PSHE  <u>SMSC links:</u> <input type="checkbox"/> Social <input checked="" 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 Hour of Code <a href="https://hourofcode.com/uk/learn">https://hourofcode.com/uk/learn</a>	Complete one hour of coding	<ul style="list-style-type: none"> <li>- Coding</li> <li>- Algorithm</li> <li>- Iteration</li> </ul>	Students by completing one of the chosen 'Hour of Code' lessons will be able to consolidate their learning from this module. Choose the Hour of Code session that best fits	Applying algorithmic processes to a task Becoming comfortable with iteration to solve a problem	Present a completed level of interactive experience from the Hour of Code session	<input checked="" type="checkbox"/> Resilience and adaptability <input checked="" type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication	<u>Subject links:</u> Maths  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral

			the class and their current development arc.			<input type="checkbox"/> Leadership <input checked="" 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
--	--	--	--	--	--	---	--

### Spring 1 – KS2 (b) ICT: Coding – Interactive Chatbot

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Your Chatbot <a href="https://projects.raspberrypi.org/en/projects/chatbot/3">https://projects.raspberrypi.org/en/projects/chatbot/3</a>	To plan and design a chatbot	- Offline/online - Chatbot - Personality	Students need to decide what its personality is. Think about the following questions: <ul style="list-style-type: none"> <li>• What is the chatbot’s name?</li> <li>• Where does it live?</li> <li>• Is it happy? Serious? Funny? Shy? Friendly?</li> <li>• What does it like and dislike?</li> </ul>	Reflection and analysis of personalities. Small group or paired work	Present initial planning ideas Demonstrate use of icon choice	<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 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 A Talking Chatbot	To develop understanding of user engagement Develop understanding of use of variables	- Code - Response - Variable	Now that the students have a chatbot with a personality, they’re going to program it to talk to the user. Extend this through developing more questions for the chatbot to ask.	How variables operate in a users engagement	Showcase a WIP of chatbots questioning and response.	<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 checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills

							<input type="checkbox"/> Fine motor skills
3 Making Decisions	Learn how using variables and If/Then statements develop a user's experience.	- If/Then - Icon switch - costume	Students can program their chatbot to decide what to do based on the answers it receives. First, they're going to make their chatbot ask a question can be answered with "yes" or "no".	Iteration after review of code	Demonstrate use of if/then statements in code, allowing for greater user engagement Review own code and identify areas of development	<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 checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
4 Changing locations	To use selection To continue to develop use of If/Then statements in code.	- Selection - Backdrop	Students will now develop their chatbot through allowing the chatbot to take the user through	Use of backdrops and user selection Iteration of user experience through Q/A testing	Demonstrate use of backdrop selection through user responses Review own code and identify areas of development	<input 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> Art  <u>SMSC links:</u> <input 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
5 – 6 Finish 'bot and develop code weaknesses <a href="https://diagnosticquestions.com/Quizzes/Go#55966">https://diagnosticquestions.com/Quizzes/Go#55966</a>	To test and debug code Implement identified areas for code development	- Iteration - Development - diagnostic	Students will iterate on their work from the last few weeks and demonstrate how they've implemented their areas of	Iteration of user experience through Q/A testing Self-analysis of working experience and skills learned	Analyse how their iteration supported development Identify challenges that supported their learning theset	<input 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>  <u>SMSC links:</u> <input 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

## Spring 2 – KS2 (b) ICT: Coding – Boat Race

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
1 Getting Started and intro to game <a href="https://projects.raspberrypi.org/en/projects/boat-race">https://projects.raspberrypi.org/en/projects/boat-race</a>	To trace code and understand what it does	- sprite - background	The project includes a boat sprite, and a race course backdrop with: <ul style="list-style-type: none"> <li>• Wood that the boat sprite has to avoid</li> <li>• A desert island that the boat has to reach</li> </ul>	Developing coding skills Setting up a new coding project	Demonstrate a finished new code project Complete a layered game space.	<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
2 Controlling the boat /crashing	To use repetition and selection To implement use of if/then statements to improve user experiences	- Iteration - If/then - Selection - costume	The player will be able to control the boat sprite with the mouse. Students will develop initial code through use of collision mechanics	Iterating on code for development	Identifying a winning condition Demonstrating use of collision mechanics to improve gameplay	<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 Time trial	To use variable to create a timer	- timer counter - time trial	Now you will add a timer to your game, so that the player has to get to the island as quickly as possible.	Reviewing code for game experience improvements	Demonstrate use of timer to apply a level of tension to the game experience	<input type="checkbox"/> Resilience and adaptability <input type="checkbox"/> Proactive and problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Leadership	<u>Subject links:</u>  <u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral

						<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
4 Obstacles and Power Ups	To introduce challenges to the game	- backdrop - code loop - obstacles - gate	Right now the game is far too easy, so you will add some things to make it more interesting. First, you'll add some boosters to speed up the boat.	Coding skills Switching backdrops and costumes	Demonstrate code implemented that improves game experience Peer review and analysis of experience	<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
5 – 6 Challenge: Developing the scope of the game <a href="https://diagnosticquestions.com/Quizzes/Go#58980">https://diagnosticquestions.com/Quizzes/Go#58980</a>	To introduce multiple layers to the game through challenges To add extra functionality	- review - iteration - analysis	Can you add more obstacles to your game? For example, you could add green slime to your backdrop and make changes to the code so that the slime slows the boat down when the player lets them touch. Students could add a moving obstacle, for example a log or a shark!	Development of ideas through iteration from review experiences	Peer review and analysis of experience Fill out diagnosis sheet	<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

### Summer 1 – KS2 (b) ICT: Digital Literacy – Making a Video

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
-----------------	------------------------	----------	--------------------	-----------------	------------------	-----------------	---------------------------



<p>1 Starting the Project <a href="https://www.childnet.com/resources/film-competition/2020">https://www.childnet.com/resources/film-competition/2020</a></p>	<p>To discuss the video competition and the chosen theme</p>	<ul style="list-style-type: none"> <li>- planning</li> <li>- narrative</li> <li>- theme</li> </ul>	<p>Students learn about ‘themes’ that bind together a project. This video will be made around the theme of ‘Internet Safety’, ‘An internet, free’ or “Connect with Respect!” Previous winners: <a href="https://www.childnet.com/resources/film-competition/2020/solo-finalists-primary-age-group">https://www.childnet.com/resources/film-competition/2020/solo-finalists-primary-age-group</a> <a href="https://www.childnet.com/resources/film-competition/2020/group-finalists">https://www.childnet.com/resources/film-competition/2020/group-finalists</a> <a href="https://www.childnet.com/resources/film-competition/2018/primary-finalists">https://www.childnet.com/resources/film-competition/2018/primary-finalists</a></p>	<p>Group or paired work Communication skills Building a narrative</p>	<p>Showcase WIP on current narrative choice based on theme Analyse how narrative works with chosen theme</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 checked="" type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u> English</p> <p><u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>
<p>2 To create and plan the contents of the video</p>	<p>To plan a storyboard</p>	<ul style="list-style-type: none"> <li>- storyboarding</li> <li>- shots</li> <li>- framing</li> <li>- scene</li> </ul>	<p>Students create / plan the contents for their video</p>	<p>Developing a pre-visualisation of the film through use of storyboard Develop awareness of framing techniques and uses of scene to break up narrative</p>	<p>Showcase storyboards for film Analyse how different scenes impact on the flow of the narrative</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 type="checkbox"/> Communication</li> <li><input type="checkbox"/> Leadership</li> <li><input checked="" type="checkbox"/> Creativity</li> </ul>	<p><u>Subject links:</u> English, Film Studies</p> <p><u>SMSC links:</u> <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual <input type="checkbox"/> Cultural</p> <p><u>Therapy links:</u> <input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills</p>
<p>3 Script writing (Literacy links)</p>	<p>To write a script</p>	<ul style="list-style-type: none"> <li>- literacy</li> <li>- dialogue</li> <li>- character</li> </ul>	<p>Writing script for a short film is a great way to support students literacy skills, allowing them to explore how description and dialogue help tell audience about the themes of the story</p>	<p>Writing script Character voice</p>	<p>Demonstrate with a read-through for the scripts applicability to theme.</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> </ul>	<p><u>Subject links:</u> English</p> <p><u>SMSC links:</u> <input checked="" type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Spiritual</p>

						<input checked="" type="checkbox"/> Creativity	<input type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
4 Making props (DT/Art)	To create props	- prop - design - theme	Students develop their props for the shoot. Recommend to keep it simple and achievable within a session. Focus on a key prop to develop.	Prop design and manufacture	Demonstrate prop design and construction	<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 checked="" type="checkbox"/> Cultural <u>Therapy links:</u> <input type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
5 – 6 Using iMovie or similar	To record and edit a video To learn how to use a video device To learn how editing works	- edit - footage - scene	Students record and edit their films, using the props and script developed during project	Recording video footage Editing techniques	Showcase finished film Analyse whether the films theme has been served.	<input type="checkbox"/> Resilience and adaptability <input checked="" 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> Film Studies  <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 checked="" type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills

### Summer 2 – KS2 (b) ICT: Scratch Project

Week (focus)	Learning objectives	Keywords	Knowledge outcomes	Skills outcomes	Success Criteria	TLS core values	Cross curricular links
--------------	---------------------	----------	--------------------	-----------------	------------------	-----------------	------------------------

1 Self-led Scratch Project: Planning <a href="https://projects.raspberrypi.org/en/code-club?utm_source=code-club-projects-site">https://projects.raspberrypi.org/en/code-club?utm_source=code-club-projects-site</a>	To plan an interactive game or animation	- planning - interactive - animation	children to create game/animation and to design and plan their own version	Planning for success Small group or pair work	Demonstrate planning through presentation Identify areas of difficulty	<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> 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 checked="" type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
2 - 4 To create an interactive game or animation	To develop student lead game/animation idea, To add functionality or depth to project To review and implement iterative design	- Iterative design - Iteration - Functionality	Create sprites, backgrounds for project. Develop further depth to game play loop or animation experience through reviewing work personally or through peer-review.	Review and iteration loop Self-analysis Peer review using constructive criticism	Present WIP for feedback Peer review using constructive criticism Show how iteration has been implemented from review.	<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>  <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 checked="" type="checkbox"/> Social skills <input type="checkbox"/> Fine motor skills
5 Review, Improve and Reflect	To review work done To Peer review work done by other students	- Review - Peer review	Children play each other's games and assess/feedback on success compared to initial plan.	Review and iteration loop Self-analysis Peer review using constructive criticism	Review and score work done by students	<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>  <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