



Computing

“The computer was born to solve problems that did not exist before.” — Bill Gates

Intent statement - Computing is one of the statutory foundation subjects within the National Curriculum. It is an engaging, creative and practical subject, which is an integral part of everyday life. Technology around us is ever changing and that is why it is essential that children develop the skills in order to make a successful contribution to the wider world. iPads, programmable robots, digital cameras and computers are a few of the tools that are used in our school. The children use these tools to acquire, organise, store, manipulate, interpret, communicate and present information. At Blewbury we ensure that children have the opportunity to explore a range of quality hardware and software through a progressive computing curriculum.

EYFS

In Early Years children are taught computing through play-based activities that are often child-led and focus on building children’s listening skills, curiosity, creativity and problem solving. Children are taught how technology is used at home and school and for what purposes. Technology in Early Years can include; taking a photograph with a camera or tablet, playing games on the interactive whiteboard, exploring an old typewriter or other mechanical toys, using a Beebot, watching a video clip, listening to music. Allowing children to develop a familiarity with equipment and vocabulary will have a strong foundation in Key Stage 1 computing.

Reception –

Personal, Social, Emotional Development -

- Show perseverance and resilience in the face of a challenge.
- Know and talk about the different factors that support their overall health and well-being e.g., sensible amounts of ‘screen time’.

Physical development –

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Expressive arts and design –

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Early Learning Goal –

Personal, Social, Emotional Development –

- Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Expressive Arts and Design –

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year group	Knowledge	Skills	Vocabulary	Suggested activities/concepts/Resources	Local enrichment/Significant people
1	<p>Programming Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical and reasoning to predict the behaviour of simple programs.</p>	<ul style="list-style-type: none"> Physically follow and give each other instructions to move around. Explore outcomes when buttons are pressed in sequences on a robot. Begin to use software to create movement and patterns on a screen. Begin to identify an algorithm to achieve a specific purpose. Execute a programme on a floor robot to achieve an algorithm. Use the word debug to correct any mistake when programming a floor robot. Begin to predict what will happen for a short sequence of instructions in a programme. 	Left Right Forwards Backwards Up Down Control Instructions Step-by-step	Bee-bots	Robot designers
	<p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Take photographs, video and record sound to record learning experiences Look at how data is representing digitally. Contribute to and interpret a pictogram. 	Photograph Video Record Digital Play Pause Angle Zoom	Ipad cameras	Take photographs on a local walk.
	<p>Technology in our lives. Recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> Recognise uses of technology in their homes and in their community. Understand that there are online tools that can help them create and communicate. Recognise what an email address looks like. Join in with sending a class email using the @ symbol. 	Email Type Keyboard Mouse Sender Address	Google secure emails (complete as a class). Word documents for typing.	Email to head teacher
	<p>Multimedia Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Record their own voices and play back to an audience. Use a video or stills camera to record an activity. Create sounds and simple music phrases using ICT tools. Add text and images to a template document using an image & word bank. Use index fingers (left and right hand) on a keyboard to build words & sentences. Know when & how to use the SPACE BAR (thumbs) to make spaces between words 	Play Pause Record Point Angle Zoom Copy Paste Right click Space bar	I-pad cameras Word documents for typing skills and pasting photographs.	Local photographers
	<p>E-Safety Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Understand they need to follow certain rules to remain safe when visiting places online. Begin to understand that if you create something you own it. Learn that many websites ask for information that is private & discuss how to responsibly handle such requests. Explore how email can be used to communicate with real people within their schools, families & communities. Learn that directory sites with alphabetical listings offer one way to find things on the Internet 	Rules Safe Online Website Private Email	E-safety for schools NSPCC Learning These objectives should be taught through the curriculum and not discreetly. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.	

Year group	Knowledge	Skills	Vocabulary	Suggested activities/concepts/Resources	Local enrichment/Significant people
2	Programming Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical and reasoning to predict the behaviour of simple programs.	<ul style="list-style-type: none"> Physically follow and give each other forward, backward & turn (right-angle) instructions. Articulate an algorithm to achieve a purpose. Plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail. Explore outcomes when giving instructions in a simple Logo program. Watch a Logo program execute & debug any problems. Predict what will happen & test results. Talk about similarities & differences between floor robots and logo on screen. 	Instructions Coding Rules Consequences Predictions	Scratch – app or computer based.	Space ship designers
	Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> Take and save photographs, video & record sound to capture learning Use microscopes or other devices to capture and save magnified images Ask questions and consider how they will collect information Collect data, generate graphs and charts to find answers Save & retrieve the data to show to others Create paper/ object decision trees & explore a branching database Investigate different types of digital data e.g. online encyclopaedias. 	Save Video Record Microscope Magnify Graph Chart	Google Chatter Kid Pix app Power Point	
	Technology in our lives. Recognise common uses of information technology beyond school.	<ul style="list-style-type: none"> Begin to understand there are a variety of sources of information and begin to recognise the differences Begin to understand what the Internet is and the purposes that it is used for. Understand the different types of content on websites and that some things may not be true or accurate. 	Website Hyperlink Web page Text Images Power Point	Google NSPCC schools visit about staying safe online	Webdesigners
	Multimedia Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> Use an increasing variety of tools and effects in paint programs and talk about their choices. Use templates to make electronic books individually and in pairs. Explore the effects of sound and music in animation and video. Create own documents, adding text and images. Use keyboard to enter text (index fingers left & right hand). Know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later. 	Email Reply Text messages Insert Delete Undo Highlight Bold Italics Underline	Google Chatter Kid Pix app Power Point Word document Google secure emails	
	E-Safety Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<ul style="list-style-type: none"> Stay safe online by choosing websites that are good for them to visit and not inappropriate sites. Explore what cyber-bullying means and what to do when they encounter it. Know that if they put information online it leaves a digital footprint or trail and they need to manage it so it's not hurtful. Understand what keyword searching is an effective way to locate online information and how to select online information and how to select keywords to produce the best search results. Discuss criteria for rating informational websites online. Realise that not all websites are equally good sources of information. 	Appropriate Inappropriate Cyber-bullying Digital footprint Website Safe Online	E-safety for schools NSPCC Learning These objectives should be taught through the curriculum and not discretely. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.	

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3	<p>Programming Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical and reasoning to predict the behaviour of simple programs.</p>	<ul style="list-style-type: none"> Plan & enter a sequence of instructions on a robot specifying distance & turn to achieve specific outcomes, debug the sequence where necessary Test & improve / debug programmed sequences. Begin to type logo commands to achieve outcomes. Explore outcomes when giving sequences of instructions in Logo software Use repeat to achieve solutions to tasks Solve open-ended problems with a floor robot & Logo including creating simple regular polygons, making sounds & planning movements such as a dance Create an algorithm to tell a joke or a simple story Sequence pre-written lines of programming into order Talk about algorithms planned by others & identify any problems & the expected outcome. 	Variables Coding Programming Impact Debugging (fixing problems)	Hopscotch coding app – introduction	Charles Babbage, Ada Lovelace, Alan Turing, Grace Hopper. Computer Explorers – half day or full day workshop in school e.g. Minecraft / Micro:Bit LEGO Brickies workshops in Stop Motion or Lego building https://brickies.club .
	<p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Find out information from a pre-prepared database, asking straightforward questions Contribute towards a database Construct and use a branching database Record data in a variety of ways Present data for others Use a data logger to monitor changes and talk about the outcomes seen. 	Spread sheet Database	Top trumps cards idea of presenting data. Who uses computers and databases to store information in their jobs? What does confidential information mean? How is this similar or different to secrets?	Ted Codd, Steve Shirley, Martha Lane Fox, Mark Zuckerberg
	<p>Technology in our lives. Recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> Save work on the school network, on the Internet and on individual devices Talk about the parts of a computer Use appropriate tools to collaborate on-line Use appropriate tools to communicate on-line Use simple search tools and find appropriate websites Talk about the owner of information online 	Browse Select Copy Paste Highlight Browser Internet tab / window Search. Attach Attachment Preview	Seeing AI app Can we trust everything we see online? Why / why not? Google secure emails. What should you do if you feel someone you know isn't using emails for respectful communication?	Steve Jobs, Tim Berners-Lee, Bill Gates Hedy Laamar
	<p>Multimedia Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Explore & begin to evaluate the use of multimedia to enhance communication Create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect Use a range of effects in art programs including brush sizes, repeats, reflections Explore the use of video, animation & green screening Use ICT tools to create musical phrases Amend text & save changes. Use individual fingers to input text & use SHIFT key to type characters 	Output Information	iPad camera and gallery I Can Present app iMovie app How can you treat others with respect when they are presenting to you?	Mark Zuckerberg

		<ul style="list-style-type: none"> Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE Look at own work & consider how it can be improved for effectiveness 		How can you be a compassionate presenter?
	<p>E-Safety Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Agree sensible e-safety rules for the classroom Choose a secure password for age-appropriate websites Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully 	<p>Appropriate Inappropriate Cyber-bullying Digital footprint Website Safe Online Age-appropriate Screen time.</p>	<p>E-safety for schools NSPCC Learning</p> <p>These objectives should be taught through the curriculum and not discreetly. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.</p>

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4	<p>Programming Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical and reasoning to predict the behaviour of simple programs.</p>	<ul style="list-style-type: none"> Create & edit procedures typing logo commands including pen up, pen down & changing the trail of the turtle Use sensors to 'trigger' an action such as turning the lights on using Probot if it 'goes through a tunnel', or reversing if it touches something Solve open-ended problems with a floor robot, Logo & other software using efficient procedures to create shapes & letters Experience a variety of resources to extend knowledge & understanding of programming. Create an algorithm & a program that will use a simple selection command for a game Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in programs written by others Use an algorithm to sequence more complex programming into order Link the use of algorithms to solve problems to work in Maths, Science & DT. 	<p>Repeat Debugging Randomise X and y Sequence</p>	<p>Hopscotch coding app.</p> <p>When might we use codes and programs in real life?</p> <p>Which jobs use coding every day?</p>	<p>Charles Babbage, Ada Lovelace, Alan Turing, Grace Hopper.</p> <p>Computer Explorers – half day or full day workshop in school e.g. Minecraft / Micro:Bit</p> <p>LEGO Brickies workshops in Stop Motion or Lego building https://brickies.club.</p>
	<p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Plan and create a database to answer questions Identify different types of data Ask questions carrying out simple searches on a database Identify inaccurate data Present data in appropriate format for an audience Use a data logger to record and compare individual readings. 	<p>Database Find Search Bar charts Cells Rows Columns</p>	<p>Excel</p>	<p>Ted Codd, Steve Shirley, Martha Lane Fox, Mark Zuckerberg</p>
	<p>Technology in our lives. Recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> Talk about the school network & the different resources they can access, including the Internet Frame questions & identify key words to search for information on the Internet Consider reliability of information & ways it may influence you Check who the owner is before copying photos, clipart or text Understand how computer networks produce opportunities for communication and collaboration. 	<p>Search engine PDF documents Read-only Recipients Spell checker Grammar checker Plagiarism</p>	<p>Seeing AI app</p> <p>What responsibility do you have as an internet user?</p> <p>What should you do if you feel like something isn't right or is making you uncomfortable?</p>	<p>Steve Jobs, Tim Berners-Lee, Bill Gates, Hedy Laamar.</p> <p>Google secure emails Word documents</p> <p>What are the advantages and disadvantages of the internet and instant communication?</p>
	<p>Multimedia Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Explore how multimedia can create atmosphere & appeal to different audiences Be confident in creating & modifying text & presentation documents to achieve a specific purpose Use art programs & online tools to modify photos for a specific purpose using a range of effects Explore the use of video, animation, & green screening for a specific audience 	<p>Select Download Save as Graphics</p>	<p>iPad camera and gallery Thing Link app Adobe Spark Post app Do Ink Green Screen app</p> <p>What do we mean by viruses?</p>	<p>How can we help prevent viruses in our health and also in computing? What are the similarities?</p>

	<ul style="list-style-type: none"> Use ICT tools to create music phrases for a specific purpose Use a keyboard effectively, including the use of keyboard shortcuts Use font sizes & effects such as bullet points appropriately Know how to use a spell check Look at their own, and a friend's work & provide feedback that is constructive & specific 			Why must we treat our computing equipment with care?
E-Safety Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<ul style="list-style-type: none"> Agree sensible e-safety rules for the classroom Choose a secure password for age-appropriate websites Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully 	Appropriate Inappropriate Cyber-bullying Digital footprint Website Safe Online Age-appropriate Screen time.	E-safety for schools NSPCC Learning	These objectives should be taught through the curriculum and not discreetly. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.

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5	Programming Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs, work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<ul style="list-style-type: none"> Explore procedures using repeat to achieve solutions to problems with Logo & a floor robot Talk about procedures as parts of a program Refine procedures to improve efficiency Use a variable to replace number of sides in a regular shape Explore instructions to control software or hardware with an input & using if... then... commands Explore a computer model to control a physical system Change inputs on a model to achieve different outputs Refine & extend a program Identify difficulties & articulate a solution for errors in a program Group commands as a procedure to achieve a specific outcome within a program Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming. 	Algorithm Command Network Logical reasoning Repetition Scripts	LEGO Mindstorms app Scratch Jnr app / programme	Charles Babbage, Ada Lovelace, Alan Turing, Grace Hopper. Computer Xplorers – half day or full day workshop in school e.g. Minecraft / Micro:Bit LEGO Brickies workshops in Stop Motion or Lego building https://brickies.club .
	Data Handling select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> Collect and record information using spreadsheets and databases Carry out complex searches (e.g. using and/or; \leq / \geq) Solve problems and present answers using data tools Analyse information and question data Identify poor quality data. Select appropriate use of a data logger for an investigation and interpret the findings 	Formula Formulae Accuracy Plausibility Fields	Excel How does plausibility relate to our everyday lives?	Ted Codd, Steve Shirley, Martha Lane Fox, Mark Zuckerberg
	Technology in our lives. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<ul style="list-style-type: none"> Identify different parts of computing devices. Identify different parts of the Internet Choose appropriate tools for communication and collaboration and use them responsibly Use effective strategies to search with appropriate search engines Talk about the different elements on web pages Find out who the information presented on a webpage belongs to. 	Digital content Input Page rank	Seeing AI app. iPad settings > turn on Speak option Turn on Speak option of websites so it reads aloud and filters out any adverts, menu options etc. Not available on all websites (three little lines in the search bar of Google).	Steve Jobs, Tim Berners-Lee, Bill Gates, Hedy Laamar.
	Multimedia select, use and combine a variety of software (including internet services) on a range of	<ul style="list-style-type: none"> Select an appropriate ICT or online tool to create and share ideas. 	Audacity iPad camera and gallery Pic Collage	Seesaw app Local radio station	Local videographers BBC Oxford

	digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> Explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified Develop skills using transitions and hyperlinks to enhance the structure of presentations Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness Know how to use text and video editing tools in programs to refine their work Use online tools to create and share presentations and films 	Chatterpix Kids Thing Link app Adobe Spark Video app I Can Present app Do Ink Green Screen iMovie app Apple clips	Local vlogger or podcaster (check out content in advance)	Film makers Visit to Pinewood studios or similar – film making destination
	E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to reports concerns about content and contact.	<ul style="list-style-type: none"> Agree sensible e-safety rules for the classroom Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns Explore using the safe and responsible use of online communication tools e.g. blogs, messaging. 	Appropriate Inappropriate Cyber-bullying Digital footprint Website Safe Online Age-appropriate Screen time.	E-safety for schools NSPCC Learning	These objectives should be taught through the curriculum and not discreetly. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.

Year group	Knowledge	Skills	Vocabulary	Suggested activities/concepts/Resources	Local enrichment/Significant people
6	Programming Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs, work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<ul style="list-style-type: none"> Record in some detail the steps (the algorithm) that are required to achieve an outcome & refer to this when programming Predict the outputs for the steps in an algorithm Increase confidence in the process to plan, program, test & review a program Write a program which follows an algorithm to solve a problem for a floor robot or other model Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software Control on screen mimics & physical devices using one or more input & predict the outputs Understand how sensors can be used to measure input in order to activate a procedure or sequence & talk about applications in society Create variables to provide a score/trigger an action in a game Link errors in a program to problems in the original algorithm 	Algorithm Debugging Repeat Refine Adapt Hypothetical Plan Programme Test Review Variables. Error	Hopscotch Coding App Think of how coding is used in large-scale, important systems e.g., airports / space stations. What are the implications if something went wrong with the code?	Charles Babbage, Ada Lovelace, Alan Turing, Grace Hopper. Computer Xplorers – half day or full day workshop in school e.g. Minecraft / Micro:Bit LEGO Brickies workshops in Stop Motion or Lego building https://brickies.club
	Data Handling select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility Select appropriate data tool Identify and present results Interrogate a database, refining searches to provide answers to questions Plan investigations using the outcomes from a data logger to show findings 	Data collection Data handling Sequences	Excel Data loggers from the Science cupboard Children could use data loggers to record assemblies, playtime, corridors, libraries etc to see impact of noise in different parts of the school.	Ted Codd, Steve Shirley, Martha Lane Fox, Mark Zuckerberg.
	Technology in our lives. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<ul style="list-style-type: none"> Describe different services provided by the Internet & how information moves around the Internet Describe different parts of a computing device & how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer Identify appropriate forms of online communication for different audiences. Use search engines as part of an effective research strategy Describe how search results are selected & ranked Acknowledge who resources belong to that they have found on the internet. 	Video Vlogs Skype	Google secure emails Google Ask the children to plan and lead workshops or assemblies for younger children around safe internet use. Skype Google secure accounts This can be done as a class or group.	Steve Jobs, Tim Berners-Lee, Bill Gates, Hedy Laamar. Skype calls to experts for Topics e.g. Viking museum in York or a business. Parents/carers that use Skype or other similar programs in their line of work. Discuss the importance technology for communication globally.

<p>Multimedia select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<ul style="list-style-type: none"> • Identify the purpose for selecting an appropriate online tool • Discuss audience, atmosphere and structure of a presentation or video • Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience • Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations • Store presentations and videos online where they can be accessed by themselves and shared with others • Evaluate the effectiveness of their own work and the work of others 		<p>Graphics Graphic design Social media Filters Jpeg Gif Multimedia Format</p>	<p>iPad camera and gallery Pic Collage Thing Link app Adobe Spark Post app Adobe Spark Video app Do Ink Green Screen app</p> <p>Show the children a Photoshopped image of yourself. How have I changed it? Why have I changed it? How does this impact on my audience?</p>	<p>Mark Zuckerberg.</p>
<p>E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to reports concerns about content and contact.</p>	<ul style="list-style-type: none"> • Agree sensible e-safety rules for the classroom • Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats • Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns • Explore using the safe and responsible use of online communication tools e.g. blogs, messaging. 		<p>Appropriate Inappropriate Cyber-bullying Digital footprint Website Safe Online Age-appropriate Screen time.</p>	<p>E-safety for schools NSPCC Learning</p> <p>These objectives should be taught through the curriculum and not discreetly. There does not need to be evidence collated for them, but by the end of the year, children should be able to talk confidently about their understanding of the different areas of online safety if questioned.</p>	