

Cortonwood Infant and Nursery School



ICT progression of knowledge and skills across Early Years and Key Stage One

Progression of knowledge & skills within ICT

'A high-quality computing education equips pupils to use computational thinking & creativity to understand and change the world. Computing has deep links with mathematics, science, & Design Technology, & provides insights into both natural & artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, & how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems & a range of content. Computing also ensures that pupils become digitally literate – able to use, & express themselves & develop their ideas through, Information & Communication Technology – at a level suitable for the future workplace & as active participants in a digital world.' - The English National Curriculum for Computing.

Intent

Our intent is that all pupils can understand & apply the fundamental principles & concepts of computer science, including abstraction, logic, algorithms & data representation. That they can analyse problems in computational terms, & have repeated practical experience of writing computer programs in order to solve such problems as well as evaluating & applying information technology, including new or unfamiliar technologies, analytically to solve problems. We also aim for pupils that are responsible, competent, confident & creative users of Information & Communication Technology.

ICT taught through a topic approach

The breadth of our topic-based learning curriculum is planned to give pupils appropriate experiences both in & out of the school environment to develop as confident and responsible citizens through the world they live in. It is designed to provide rich cultural capital & provide them with the knowledge & skills to succeed in the future working world. It is delivered in a coherent, structured, practical curriculum that leads to a sustained mastery for all & a greater depth of understanding for those who are capable.

Our topic-based curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective by repetition.
- Interweaving helps pupils to discriminate between topics & aids long-term retention.
- Retrieval of previously learned content is frequent & regular, which increases both storage & retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term & that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (where appropriate) and in other cases, provides retrieval and practice for previously learned content.

The impact of our curriculum is that by the end of year 2, the vast majority of our pupils have sustained mastery of the content that is they remember it all through their learning experiences & are fluent in applying both learnt knowledge & skills to a wide variety of tasks & situations.

Domains

| | e-Safety. | Functional Skills. | Information Technology: Computing. |
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| | Keeping children safe when using the internet. | The correct physical use of technology and corresponding functions. | The correct use of technology and it's corresponding functions. |
| Smarties & F1 children will know how to... | <p>Composite:</p> <p>> Know what to do if they see something they do not like online.</p> | <p>Composite:</p> <p>> Develop hand/eye co-ordination.</p> <p>*Using their finger on interactive screen and seeing the corresponding action.</p> | <p>Composite:</p> <p>> Understand user command and corresponding result on screen</p> <p>*iPad (and similar tablet) use of Apps</p> |
| | <p>Components:</p> <p>> Brainstorm ideas from other children who use the internet, making a mind map poster as a class. Include such things as Roblox (child open world game), Minecraft (child friendly exploration and building game), YouTube (video search and play), Google (search engine).</p> <p>Respond if they saw something scary on those above platforms – encourage children to seek a trusted adult immediately and the adult can 'fix it' and 'take the scary things away'.</p> <p>Deal with uncomfortable situations online such as never continuing online if something scares the,!</p> <p>Be ask who their trusted adult is – if a child is unsure staff will advise them that ALL SCHOOL ADULTS are trusted adults who they can tell anything – if at home, a parent or older sibling.</p> | <p>Components:</p> <p>> Use the Interactive White Board, to add their own Monster Points under supervision.</p> <p>> Use Microsoft PAINT to basic mark make, including colour, different tools and brush width.</p> <p>Be suitably challenged the with the complete tool package on Microsoft PAINT or the freestyle App on Interactive Whiteboard.</p> | <p>Components:</p> <p>> Use iPads for learning games such as: PlayHome Lite (iPad painting App) Twinkl Creation Studio (iPad painting App) Dino Fun (iPad basic touchscreen game) Code-a-pillar (iPad basic control game) to practise hand/eye co-ordination.</p> |

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| <p>F2 children will know how to...</p> | <p>Composite: >Know that information to help us learn can be found online and where to find it (search engine). >Be introduced to passwords and their use.</p> | <p>Composite: >Develop hand/eye co-ordination. >Develop keyboard/computer skills</p> | <p>Composite: >Have basic knowledge of algorithms and direction >Understand user command and corresponding result on screen.</p> |
| | <p>Components: >Respond to leading questions: Q. If I need to know an answer to a tricky question or if I need to research something, what could I do? (children may say, 'ask a grown up' or 'ask Alexa') – steer towards independence, Google/Kidrex (a child friendly search engine that filters out harmful search results). Q. Who has heard of Google? Explain that it is a search engine that is like a book with all of the answers to any questions! Although sometimes contains mature content not suitable for children. Q. Who has heard of Kidrex? Kidrex is a child-safe search engine that blocks any scary/harmful content from children. We use in school. Load up the internet > google > Kidrex. Type in questions relating to current learning in class.</p> | <p>Components: >Use Apps on the iPads such as Paintpad, Pick a Pair, Robo Math, Twinkl Creation Studio 100 Animals Words for Babies and Toddlers children can practice finger to screen correspondence. Encourage slow, accurate movements and explanations of actions from children. Question: "What have you done?" "How have you done that?" "Why did this happen?" "What else can you do?" Encourage App exploration and further knowledge of the Apps on the iPad. Link to home Apps and encourage chat about online interests.</p> | <p>Components: >Use the following Apps on the iPads, children can practice basic algorithms (telling a computer/device to do an action and the computer/device following those instructions). Beebot – press a direction button to get the Beebot to the flower, then press GO. Each press of an arrow represents one step for the Beebot. The levels increase in difficulty. Code-a-pillar – slightly more difficult than the Beebot App, Code-a-pillar uses the same output to follow a path from the start to the finish line. Coding Safari – build the path to connect the animal to the waterhole/cave/palm tree. This is using a simple algorithm to complete the task. Code Karts – by dragging a directional block to the coding area at the top of the screen, users can move the race car to the finish line. Levels increase in difficulty.</p> |
| | <p>Components: >Use Passwords and that they are a type of 'lock and key' for your online information! If you have something you want to keep safe, you might put it in a cupboard and lock the door with a key. This means nobody can get to your things. It keeps them safe. A password keeps your things safe on the internet and</p> | <p>Components: >Use the ICT suite and classroom computer, to be taught capital letters on the keyboard and the corresponding function when a key is pressed. >Type out the alphabet in CAPS and then in lowercase.</p> | <p>Components: >Use Beebots (control, directional language & programming) >Understand the connection between wanting the Beebot to go forward and commanding the Beebot to go forward. Session 1: Introduction to the Beebot – a floor robot that does what it's told to. Practice</p> |

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|--|--|---|---|
| | <p>keeps things locked away where only you know the key – the code, the password. Create an individual poster about the things you would like to keep safe behind a lock and key – some real-life objects (toy, money, crystal!) and some online (game access, work, bank details) and explain why those should be password protected.</p> | <p>>Type their own name including SPACE bar (adult to print as evidence). >Use phonics style sounding out to create basic, adult led sentences including capital letter, e.g. “Max has a red top”</p> | <p>forwards (one step), backwards (one step), left (one step) and right (one step). Explain that Beebot will not do a step unless it is told to. Move on to each direction 2 steps and then three steps. Q. “Why hasn’t the Beebot done what it wants to?” A. Because we are in control and telling it what to do. Follow up sessions: Set tasks where children have to problem solve getting a Beebot from point A to point B. Use Beebot cards & mats (ICT cupboard) to encourage forward computational thinking. Increase difficulty where necessary.</p> |
| <p>Year 1 children will know how to...</p> | <p>Composite: >Understand the use of a password and the importance of keeping it secret. >Understand the school’s e-Safety code (SMART ❤️) and each practice.</p> | <p>Composite: >Develop hand/eye co-ordination with the mouse. >Develop keyboard skills.</p> | <p>Composite: >Understand what algorithms are and how they are implemented. >Use logical reasoning to predict the behaviour of simple programs. >Recognise common uses of information technology beyond school.</p> |
| | <p>Components: >Use the ‘Perfect Passwords’ worksheet from Twinkl, children should follow the steps to create a memorable password and to list things that they would password protect. (https://www.twinkl.co.uk/resource/t2-i-117-perfect-passwords-activity-sheet) >e-Safety Components: >Week 1: (S rule)... S=Safe Use the package, work through the slides for the ‘S rule’. Relate to experiences to make information more relatable and real life, for</p> | <p>Components: >Select the correct keys for typing and to be made aware of keyboards showing all CAPS but when the key is pressed it will type the corresponding lowercase letter. >Use the SPACE bar for finger spaces. Children to type numbers 0-20. >Type simple sentences such as ‘I like cats and dogs’ to practice typing skills.</p> | <p>Components: > Week 1: Beebot App Use the Beebot iPad App children are to familiarise themselves with directional language (forward, backwards, left and right). The Beebot will only follow the instructions given to it – this is called an algorithm, giving a device a set of instructions to follow. The Beebot App progresses through levels, increasing in difficulty. Advise children who find it difficult to think one step at a time and logically direct the Beebot. > Week 2: Beebot</p> |

example; "Little Sally is on Roblox and a message comes through asking her for her personal information – she gives it because this person plays Roblox with her every day. The person isn't who they say they are – clones the details, puts Sally in danger" etc.

Pause video for talks: 02.15s /03.45s

Stop video to return to slides: 12.02s

Slide 8: Activity – using teaching tool SAFE poster as WAGOLL and create own posters – explain word bank on slide.

>Week 2: (M rule)... M=Meet

Use the package, work through the slides for the 'M rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is back on Roblox and a message comes through from another contact. Sally ignores it and the messages start turning nasty. Sally is being cyberbullied.

Pause video for talks: 02.03s/03.22s/07.33s

Stop video to return to slides: 09.06s

Slide 12: Activity – groups of 3 (1x child actor, 1x stranger actor & 1x safe adult actor) and act out similar scenarios – explain word bank on slide.

>Week 3: (A rule)... A=Accept

Use the package, work through the slides for the 'A rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is now on a new game online and every now and then a pop-up fills her screen, it says she has won 100 new teddies! She is so excited and runs to tell her mum who is too late to stop the hackers from stealing all of the personal information on the device – the pop-up was a trick to steal from Sally!"

familiarise themselves with the algorithms to successfully complete a Beebot challenge, now the physical use of Beebot (ICT cupboard) can be used in the same way. Using the challenge cards (ICT cupboard), create a track for Beebots to follow once instructed by the children. Progress to using the Beebot floor mat (ICT cupboard) for independent algorithm following by placing the Beebot on the mat and asking children to go from Point A to Point B.

Pause video for talks: 01.53s/03.23s
Stop video to return to slides: 09.36s
Slide 16: Activity – 4x groups, 5x post-it notes per group, write TRUE & FALSE facts (eg; 'always click WINNER pop-ups!) – explain word bank on slide.

>Week 4: (R rule)... R=Reliable

Use the package, work through the slides for the 'R rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is doing her homework and is using Google to research about sloths. She finds some funny facts and adds them to her work. Did you know sloths are really fast when nobody is watching?! Sally hands her homework in and is in trouble for putting FAKE FACTS on her work – she never checked her facts against 3 different websites."

Pause video for talks: 02.02s/05.40s/06.55s

Stop video to return to slides: 10.15s

Slide 20: Activity – individual posters about fake news. Animal name in centre of paper with TRUE and FALSE facts around it. Include 'key' on poster and use interactive display sloth poster as WAGOLL.

>Week 5: (T rule)... T=Tell

Use the package, work through the slides for the 'T rule'. Relate to experiences to make information more relatable and real life, for example; "Sally has been playing with her friends at school and one of them mentioned a game they like to play. It sounds cute and harmless so Sally googles it when she gets home and is shocked when the game is actually scary and Sally is very afraid."

Pause video for talks: 01.45s/03.35s/05.40s

Stop video to return to slides: 09.05s.
 Slide 24: Activity – Individual poster about safe adults that children can talk to. Use ‘Mr Savage’ poster from interactive display as WAGOLL. Complete ALL slides on package to conclude the e-Safety package. Emphasise that ALL school staff are safe people.

| | MEANING | WALK THROUGH | ACTIVITY | WRAP UP | RECAP | REQUIRED RESOURCES |
|-----------------------|---|--|--|--|--|---|
| S Slides: 1-9 | SAFE. Having someone information safe and not sharing any online | Work through slides 1 – 9. Read words that were missed on the slide. Pass notes at following times to discuss & note on board: 02:25/03:45, 03:52:30 – next slide. | SLIDE 8, Activity (10mins) Use heading that SAFE poster - show it as WAGOLL. Explain WORD BANK on slide. | Poster-Meaning. Slide 9. | Q. What do you know? C. What does it mean? C. What is personal information? | Teaching notes: 007IN & MULT1 SAFE poster / A4 white paper (1 each) / Post-It / Golden Rule poster. |
| M Slides: 10-13 | MEET. Do not meet people you have never met before. | Work through slides 10 – 13. Read words that were missed on the slide. Pass notes at following times to discuss & note on board: 02:00 / 03:13 / 07:30, 03:52:30 – next slide. | SLIDE 12, Activity (10mins) Groups of 3: 2x 10min, 2x 10min. Pass notes to each group. Explain WORD BANK on slide. | ACT out scenario in front of rest of group. Write 3x every day word from WORD BANK. Slide 13. | Q. Who doesn't you meet? Why? Q. Who do you, and if something, what's your? | Teaching notes: BLUE & MULT1 Golden Rule poster. |
| A Slides: 14-17 | ACCEPT. Accepting someone into the group. (Pronounced 'ak-cept' in general. Piktoral: 'ak-cept') | Work through slides 14-17. Read words that were missed on the slide. Pass notes at following times to discuss & note on board: 01:58 / 03:33, 03:52:30 – next slide. | SLIDE 16, Activity (10mins) 4x groups, 2x 10min. Pass notes to each group. Write notes that were missed on the slide. Explain WORD BANK on slide. | Comment groups to sort TRUE & FALSE answers from other groups. Slide 17. | Q. What doesn't you do if you're not a group? Q. Can you accept someone into your group? Why? | Teaching notes: BLUE & MULT1 TRUE & FALSE cards / Post-It notes / Speed / 1 each / Golden Rule poster. |
| R Slides: 18-21 | REMEMBER. Check 3 notes on the slide. Pass notes at following times to discuss & note on board: 01:58 / 03:33, 03:52:30 – next slide. | Work through slides 18-21. Read words that were missed on the slide. Pass notes at following times to discuss & note on board: 01:58 / 03:33, 03:52:30 – next slide. | SLIDE 20, Activity (10mins) Individual notes about 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. | Poster-Meaning. Slide 21. | Q. How many different notes should you use? Q. Should you post 'I am remembering'? | Teaching notes: GREEN & MULT1 Scribble paper / A4 paper (1 each) / Post-It / Ruler / Golden Rule poster. |
| T Slides: 22-26 | TELL. Tell someone about something you are doing, something you are doing. | Work through slides 22-26. Read words that were missed on the slide. Pass notes at following times to discuss & note on board: 01:58 / 03:33, 03:52:30 – next slide. | SLIDE 24, Activity (10mins) Individual poster about safe adults that children can talk to. Use 'Mr Savage' poster as WAGOLL. Explain WORD BANK on slide. | Poster-Meaning. Slide 25. "Mr Savage" - 10x 10 Golden Rule poster. Slide 26. | Activity (10min) - SWAP poster. Different groups. Explain WORD BANK on slide. | Teaching notes: RED & MULT1 Mr Savage poster / A4 blank paper (1 each) / Post-It / Ruler / Golden Rule poster. |

Components:
 > Search for images using Kidrex related to current topic.
 Children to copy/paste (using the right click option) on to Microsoft Word document and to type related facts using research via the Kidrex search engine. Fact

Components:
 > Sphero
 Week 1: Use the Sphero balls (ICT cupboard), and an iPad – children are to learn how to control a Sphero remotely. To do this, they must create algorithms for the ball to follow.

sheet to include CAPS, punctuation and spacing.

To wake a Sphero tap or gently shake the ball once the iPad App has started. This will link the 2 devices.

Once the devices are linked, press PLAY on the iPad to gain access to the Sphero dashboard.



Sphero dashboard

The first step for any Sphero session is to calibrate the device. On the bottom left of the dashboard is the CALIBRATION option. Pressing this option will initiate a light on the Sphero ball – this is its “eye” – Sphero must always be looking at where its instructions are coming from – the iPad. To calibrate, hold your finger on the screen and rotate the ball until Sphero is looking at you. (This step may have to be repeated during the session if Sphero is not following correct instructions – this is due to the electrical interference and other devices in school). Children can then move Sphero LEFT, RIGHT, FORWARDS and BACKWARDS by dragging their finger on the DIRECTION part of the dashboard. This session should be used allowing the

children to familiarise themselves with that control.

Week 2: Start with **calibration**. Further investigate the different options on the dashboard – **PALLETTE** which changes Sphero's colour, **SPEED** where Sphero follows the command of fast or slow, **DANCE** which when pressed makes Sphero do a pre-programmed dance and **DANCE OPTION** where the user can select different dances for Sphero to do.

Week3: Start with **calibration**. Create an obstacle course for children to guide Sphero through. Children are to stay stood/sat in one place and control Sphero via the iPad App. Have the obstacle course marked on the floor with masking tape which changes directions, has colour matching cards (where children have to stop Sphero and use the **PALLETTE** function to match the colour of the card before continuing), dance cards (where children use the **DANCE** function to use the card as Sphero's dance floor) and a finish line.



An example of the obstacle course

Components:

>Week 1:

- Log on, accessing Google (double click left mouse button) and search 'Kidrex', research facts from their current topic (e.g., explorer/location/famous person/plant) and to type up into a (Microsoft WORD) fact sheet using previously taught typing skills (such as SPACE, CAPS/lowercase and spelling), SAVE.

>Subsequent weeks:

- Continuation of week 1 work.

Components:

>Use PAINT, to navigate the programme using the different tools available:

1. brushes (including brush, calligraphy, spray paint, oil brush, marker, crayon, pencil and watercolour)
2. widths (using the SIZE option (five horizontal lines of varying widths)
3. colour change (using the palette options on the top right of the screen)
4. shape (next to brush selection)
5. erase

Children to familiarise themselves with touch pad control - where they click and drag, the cursor will go.

Children to paint and label a picture related to current topic (e.g., plants/explorer/location)

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| <p>Year 2 children will know how to...</p> | <p>Composite: >Follow and share the school's e-Safety code (SMART❤️) and give reasons why we follow this code to others.</p> <p>File path: SERVER-e-safety-SMART lessons Resources (inc. planning): Interactive display in ICT suite with colour coordinated stickers. **USE LAMINATED PLANNING ON INTERACTIVE DISPLAY IN ICT SUITE FOR ALL SESSIONS**</p> | <p>Composite: >Develop hand/eye co-ordination with mouse</p> <p>>Develop keyboard and computer skills.</p> | <p>Composite: >Understand what algorithms are and how they are implemented using computational thinking</p> <p>>Create and debug simple programs.</p> <p>>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> |
| | <p>Components: >Week 1: (S rule)... S=Safe Use the package, work through the slides for the 'S rule'. Relate to experiences to make information more relatable and real life, for example; "Little Sally is on Roblox and a message comes through asking her for her personal information – she gives it because this person plays Roblox with her every day. The person isn't who they say they are – clones the details, puts Sally in danger" etc. Pause video for talks: 02.15s /03.45s Stop video to return to slides: 12.02s Slide 8: Activity – using teaching tool SAFE poster as WAGOLL and create own posters – explain word bank on slide.</p> <p>>Week 2: (M rule)... M=Meet Use the package, work through the slides for the 'M rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is back on Roblox and a message comes through from another contact. Sally ignores it and the messages start turning nasty. Sally is being cyberbullied. Pause video for talks: 02.03s/03.22s/07.33s Stop video to return to slides: 09.06s</p> | <p>Components: >Use Microsoft Word and Kidrex, children to research their current topic (e.g. explorers, famous people, locations etc) and create a fact file.</p> <p>Week 2:</p> <ul style="list-style-type: none"> Log on, type their name (including CAP letter and SPACE), changing the font size and colour. <p>Week 3:</p> <ul style="list-style-type: none"> Independently log on, open WORD, typing their name multiple times (including CAP letter and SPACE) and changing font. <p>Week 5:</p> <ul style="list-style-type: none"> Independently log on, open WORD, typing their name, changing colour/size/font, underline and create a list of 'My 10 favourite things'. <p>Week 6:</p> <ul style="list-style-type: none"> Independently log on, open WORD, type their name (including CAP letter and SPACE), change colour/size/font, changing to BOLD, CAPS, full stops, finger spaces, type a piece 'All About Me'. | <p>Components: >Scratch. Login: BCIscratchers (p/w: Welcome123!)</p> <p>Week 1: Use WAGOLL of the underwater scene, explain to children they will make one similar and use correct vocabulary of: Sprite (the actor), Backdrop (the stage), Algorithm (the script/instructions for the actor), Coding Blocks (puzzle pieces that click to form an algorithm) and Debug (correcting errors in an algorithm). Provide each child with unique login and password (connected to Class) and show them how to login. Go to CREATE, hover over BACKDROPS and go to PAINT. Convert to BITMAP. Using paint tools, create an underwater scene with NO SPRITES. At the end of the session FILE>SAVE AS>child's name.</p> <p>Week 2: Create 2 Sprites (actors) by loading up last week's project ('My Stuff' file on the top right hand of the Scratch screen once logged in). 'SEE INSIDE' project to edit. Hover over Sprite icon (cats head) on the bottom right of the screen and select the PAINT option. Convert to BITMAP. Using paint tools, create an underwater character in detail – show how to change</p> |

Slide 12: Activity – groups of 3 (1x child actor, 1x stranger actor & 1x safe adult actor) and act out similar scenarios – explain word bank on slide.

>Week 3: (A rule)... A=Accept

Use the package, work through the slides for the 'A rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is now on a new game online and every now and then a **pop-up** fills her screen, it says she has won 100 new teddies! She is so excited and runs to tell her mum who is too late to stop the **hackers** from stealing all of the **personal information on the device** – the pop-up was a trick to steal from Sally!"

Pause video for talks: 01.53s/03.23s

Stop video to return to slides: 09.36s

Slide 16: Activity – 4x groups, 5x post-it notes per group, write TRUE & FALSE facts (eg; 'always click WINNER pop-ups!') – explain word bank on slide.

>Week 4: (R rule)... R=Reliable

Use the package, work through the slides for the 'R rule'. Relate to experiences to make information more relatable and real life, for example; "Sally is doing her homework and is using **Google** to research about sloths. She finds some funny facts and adds them to her work. Did you know sloths are really fast when nobody is watching?! Sally hands her homework in and is in trouble for putting **FAKE FACTS** on her work – she never **checked her facts against 3 different websites.**"

Pause video for talks: 02.02s/05.40s/06.55s

Stop video to return to slides: 10.15s

Week 7:

- Independently log on, open WORD, type their name (including CAP letter and SPACE), type full date (including CAP for month), type about Daisy Makeig-Jones, typing fluency, SAVE document.

shades in **palette** for texture by sliding the slider of the colour from lighter to darker - again using Mr Savage's as WAGOLL.

At the end of the session

FILE>SAVE. (This will save any edits done in this session onto the original project)

Week 3: Login and use Mr Savage's WAGOLL to show the end result of the project – the movement, the sound, the speech and the **control**. Press 'SEE INSIDE' to see the **coding blocks and algorithms**.

Explain that the **tray** on the left-hand side is full of instructions for the Sprite and it is our job to make those instructions make sense. Investigate the tray and the coloured pieces of coding. Explain that a Sprite will not do anything unless it is *told to* and it will only do *what* it is told to – like an actor on a stage, it needs a script to follow. Children to copy WAGOLL but be told what each coding block is doing and why we are using it – when one algorithm is complete read it: "So now we are telling our Sprite that when I press go..." and run your finger on *every* coding block and explain its function. Their turn to press go and see theirs in action.

Complete all steps for *both* Sprites by clicking on Sprite 2 and seeing its code. Copy. Play.

At the end of the session

FILE>SAVE. (This will save any edits done in this session onto the original project)

Week 4: Use the '**Scratch Cards**' allow for a free session of coding exploration. No login required, go to CREATE and follow the instructions on the cards, share WAGOLL's from different children when successful. Cards are step-by-step colour coordinated guides.

Slide 20: Activity – individual posters about fake news. Animal name in centre of paper with TRUE and FALSE facts around it. Include 'key' on poster and use interactive display sloth poster as WAGOLL.

>Week 5: (T rule)... T=Tell

Use the package, work through the slides for the 'T rule'. Relate to experiences to make information more relatable and real life, for example; "Sally has been playing with her friends at school and one of them mentioned a game they like to play. It sounds cute and harmless so Sally googles it when she gets home and is shocked when the game is actually scary and Sally is very afraid."

Pause video for talks: 01.45s/03.35s/05.40s
Stop video to return to slides: 09.05s

Slide 24: Activity – Individual poster about safe adults that children can talk to. Use 'Mr Savage' poster from interactive display as WAGOLL. Complete ALL slides on package to conclude the e-Safety package. Emphasise that ALL school staff are safe people.

| | MEANING | WALK THROUGH | ACTIVITY | WRAP UP | RECAP | REQUIRED RESOURCES |
|----------------------|--|--|--|---|--|---|
| S Slides 8-9 | SAFE Keeping personal information safe and not sharing too online. | Work through slides 1-7. Don't watch the video linked in the slide. Pause video at following times to discuss & note on board: 02.20/05.45/09.05/10.05/10.55 | SLIDE 8: Activity (10mins) Use teaching tool SAFE poster - show it to WAGOLL. Explain WORD BANK on slide. | Poster: Mistrust. Slide 9. | A. What do you know? B. What does it stand for? C. What is personal information? | Teaching tools: SAFE & WAGOLL SAFE poster / A4 white paper (1 each) / 1cm / 1cm ruler / 1cm paper. |
| M Slides 10-13 | MEET Do not meet people you don't know online. | Work through slides 10-13. Don't watch the video linked in the slide. Pause video at following times to discuss & note on board: 10.20/10.55/12.25/13.05 | SLIDE 12: Activity (10mins) Groups of 3 or 4. Do online or paper. Write the name of a safe adult from WORD BANK on slide. | ACT OUT SCENARIO in front of class. Groups of 3 or 4. Write the name of a safe adult from WORD BANK on slide. Slide 11. | C. Who would you meet? Who? / C. Who would you tell if something wasn't right? | Teaching tools: BLUE & MULTI Cable tie / one piece. |
| A Slides 14-17 | ACCEPT Accepting unknown people like photos/videos/links or messages. Substantial video. | Work through slides 14-17. Don't watch the video linked in the slide. Pause video at following times to discuss and note on board: 14.35/15.15/16.25/17.05 | SLIDE 16: Activity (10mins) As groups. Do Post it notes for groups and write name and photo for each. (e.g.) "Always click WORDS you don't know!" WORD BANK on slide. | Camera groups to post TRUE & FALSE answers from other groups. Slide 17. | C. What should you do if you're not a pop up? C. Can you accept family/friend like friend link or what? | Teaching tools: PUPPLE & MULTI Post it notes / Post it notes / Paper (1 each) / Cable tie / one piece. |
| R Slides 18-21 | RELIABLE Check 3 sources for credible information so you're FAKE NEWS! | Work through slides 18-21. Don't watch the video linked in the slide. Pause video at following times to discuss and note on board: 18.25/19.15/20.05/21.05 | SLIDE 20: Activity (10mins) Individual posters about 1 fake news. Animal name in centre of page. True & False facts around. Include 'key' on poster. Check poster as WAGOLL. | Poster: Mistrust. Slide 21. | C. How many different websites should you use? C. What do you not 'take news' / verify? | Teaching tools: ORANGE & MULTI Sloth poster / A4 paper (1 each) / 1cm / 1cm ruler / 1cm paper. |
| T Slides 22-26 | TALK Talk to staff if something online is worrying, confusing or upsetting you. | Work through slides 22-26. Don't watch the video linked in the slide. Pause video at following times to discuss and note on board: 22.15/23.05/24.05/25.05/26.05 | SLIDE 24: Activity (10mins) Individual posters about safe adults that children can talk to. Show Mr Savage poster on slide. Pause video at 24.15/25.05/26.05/27.05/28.05 | Poster: Mistrust. Slide 25. Slide 26. | ADDITIONAL: SMART safety poster. ADDITIONAL: SMART safety poster. ADDITIONAL: SMART safety poster. | Teaching tools: RED & MULTI Mr Savage poster / Mistrust poster / Mr Savage poster / Mistrust poster / Mr Savage poster / Mistrust poster / Mr Savage poster / Mistrust poster. |

SMART planning in ICT suite



Scratch Cards

Week 5: Use all prior knowledge, independently to create a Scratch project. Project booklets are in the Scratch File (in the ICT cupboard). Use Mr Savage's WAGOLL to explain each step.
Step 1: Draw a character /Sprite (in colour)
Step 2: Brief storyboard of what will happen
Step 3: 'Shopping List' of required coding blocks to allow step 2 to happen.
Have 'Scratch Cards' available for algorithm help.

Week 6: Login and create new Scratch project based on the plan created in the Project Book. At the end of the session FILE>SAVE AS>child's name IND.

Week 1:

- Independently log on, open saved document, continuing with Daisy Makeig-Jones work with change of colour text. SAVE every sentence

Week 2:

- Add photographs to Daisy Makeig-Jones work, using Kidrex to research facts, copy/paste into document, SAVE, PRINT

Week 3:

- Type a list of questions to use Kidrex to answer, use of '?', e.g. "how many tigers are there in the world?" and "who invented the light bulb?", SAVE.

Week 4:

- Open Google > Kidrex, type in questions to search bar, locating answers (search results), changing between open windows (WORD and Google)

Week 5:

- Continuation of week 4

Week 6:

- Use the internet to access different websites such as Kidrex/YouTube/Top Marks / Scratch

Week 7:

- Use different websites to access full of games.

Key:

Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2