

Islington

Computing



Islington Computing Curriculum Portfolio

Strand

[Computer Science](#)

[Digital Literacy](#)

[Information Technology](#)

Islington

Computing



Computer Science Programme in Primary

Year Group	Unit A	Unit B
Year 1	<u>Beebots - Moving a floor robot</u>	<u>Busy things - Early Code</u>
Year 2	<u>JIT - Robot algorithms</u>	<u>Coding with Scratch - Course A</u>
Year 3	<u>Code.org - Course B</u>	<u>Sequencing with Scratch Animation (Monologue)</u>
Year 4	<u>Scratch - Multiple Scenes and Dialogue</u>	<u>Scratch - Repetition with Shapes</u>
Year 5	<u>Scratch - Selection in Quizzes</u>	<u>Scratch - Variables in Games (1)</u>
Year 6	<u>Scratch - Variables in Games (2)</u>	<u>Microbit - Sensing (physical computing)</u>

Lesson Description	Pupil Voice	Teacher Observations + Judgement	Adaptive Teaching - Scaffolding	Adaptive Teaching - Challenge

Year Group: Year 1 - Computer Science

Unit Title: Coding Unit A - Moving a Floor Robot

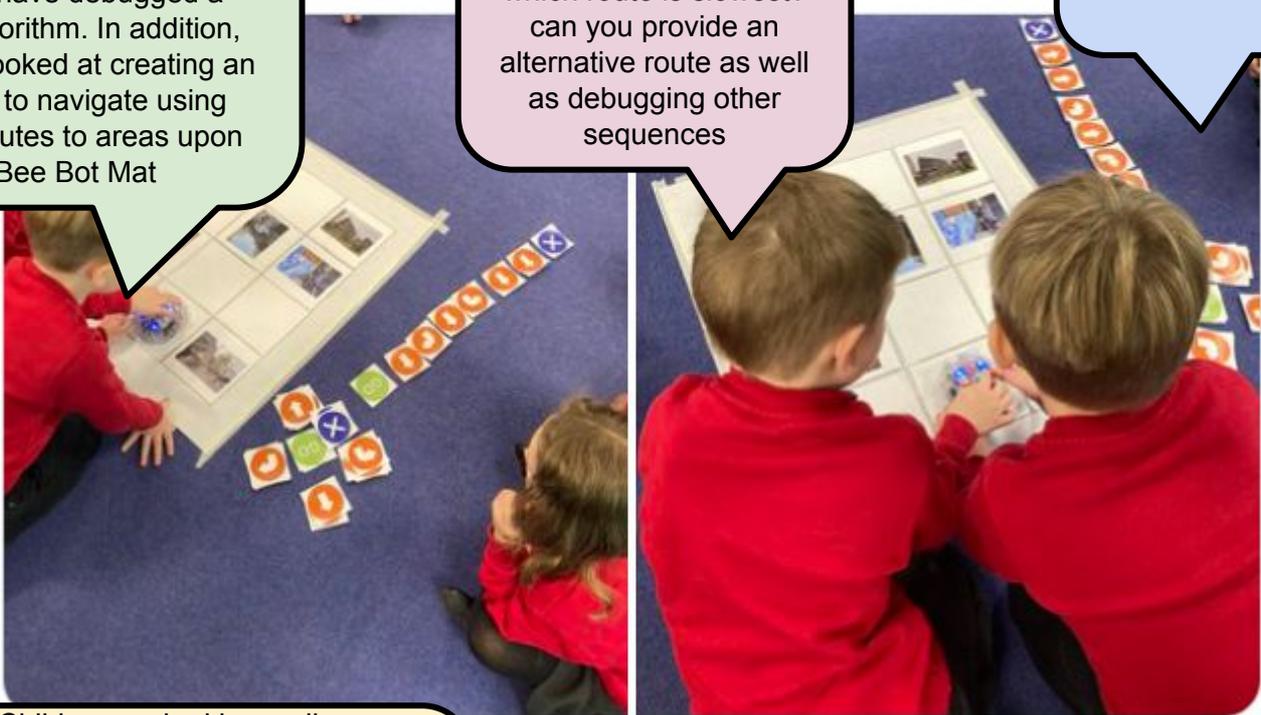
Description: Children are using Beebots to plan a sequence of events. Children will predict, read and debug a sequence in order to get their Beebot from one position to another on the Bee Bot map.

Children build up skills over the term to use instruction cards to build their own algorithm.

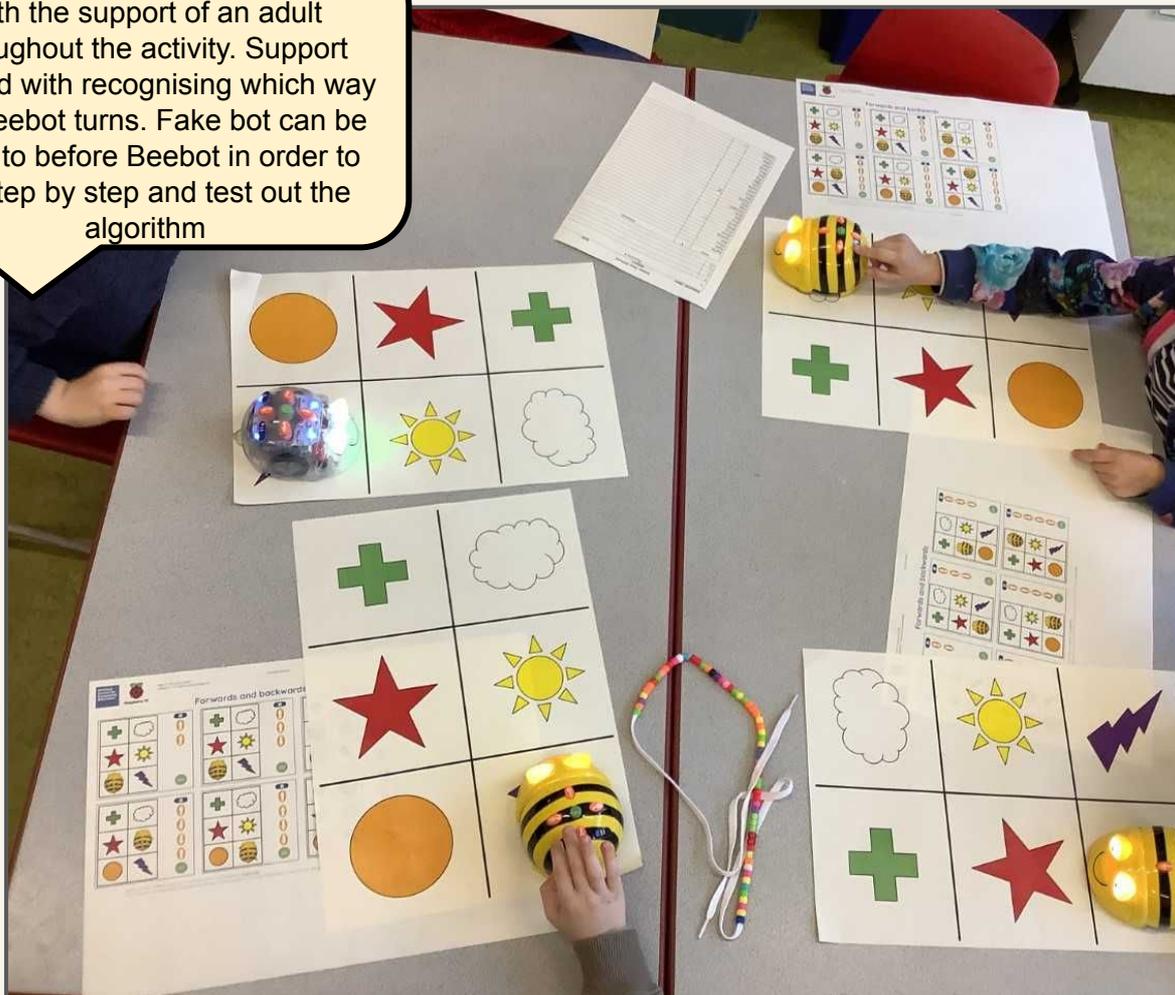
Children have debugged a shared algorithm. In addition, they have looked at creating an algorithm to navigate using different routes to areas upon the Bee Bot Mat

Responded to critical questions such as, 'which route is fastest?' 'which route is slowest?' can you provide an alternative route as well as debugging other sequences

"An algorithm is something put in order. With the Bee Bots we were making them move in order to go from the start to the end of a route."



Children worked in small groups with the support of an adult throughout the activity. Support needed with recognising which way the Beebot turns. Fake bot can be used before Beebot in order to go step by step and test out the algorithm



Year Group: Year 1 - Computer Science

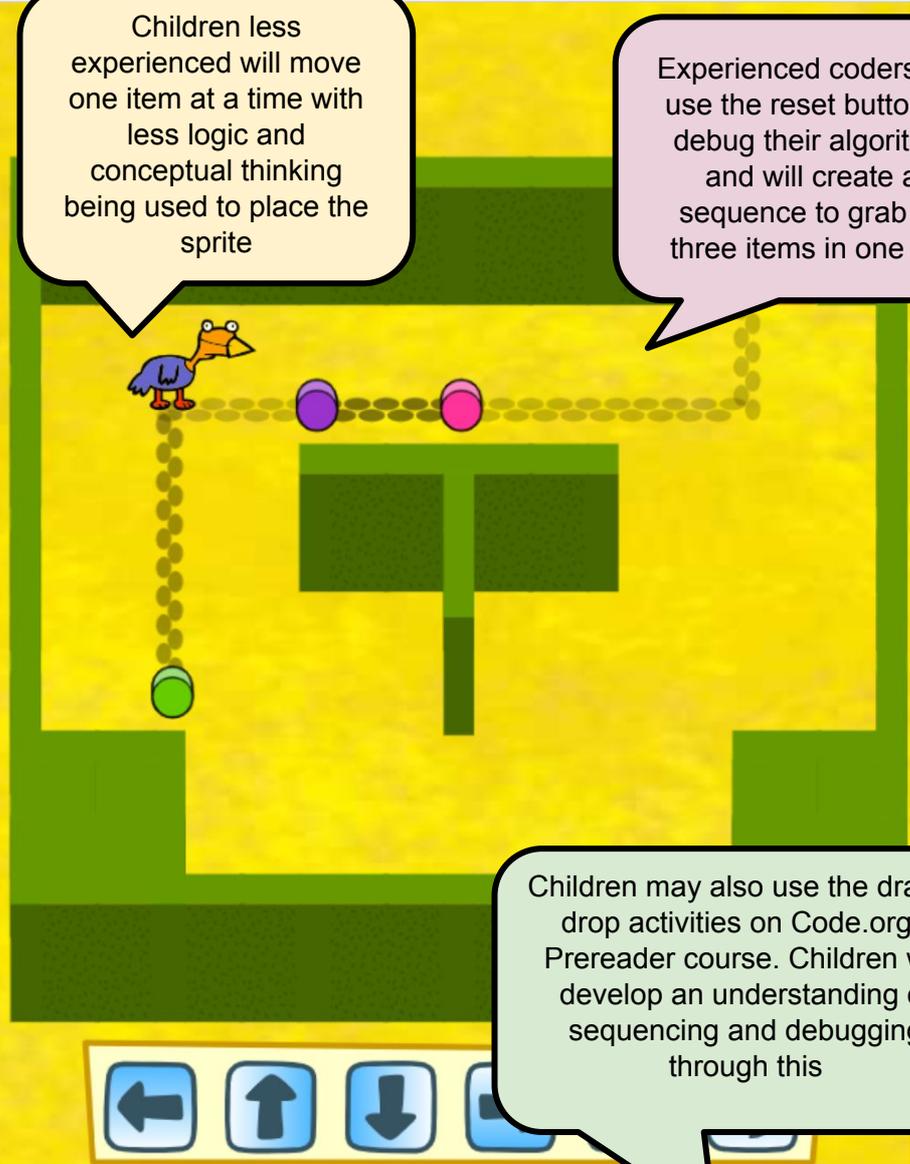
Unit Title: Coding Unit B - Online Early Coding

Description: Children are using Busy Things Early Coding games to follow and create algorithms. They learn that pressing an onscreen directional button in a sequence can also control an on screen sprite/robot



Children less experienced will move one item at a time with less logic and conceptual thinking being used to place the sprite

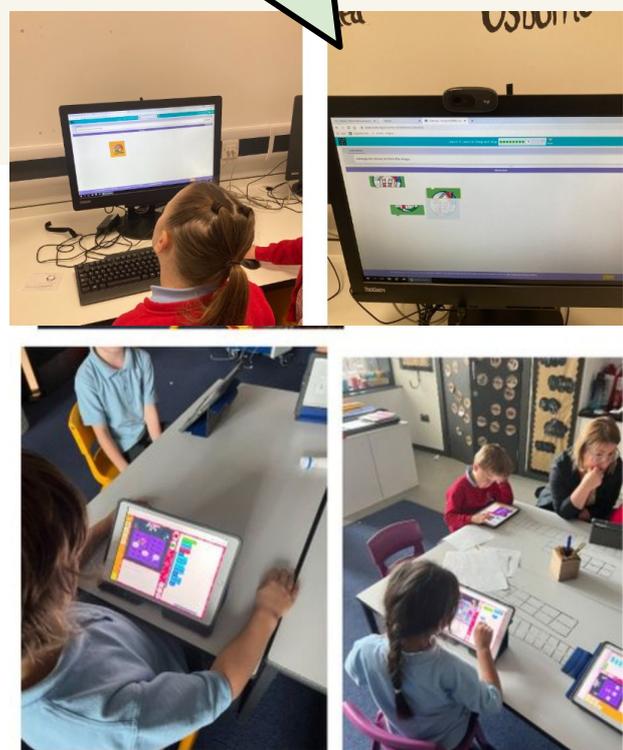
Experienced coders will use the reset button to debug their algorithm and will create a sequence to grab all three items in one go.



On Early Code - Path Peril, children follow the algorithm and can use the directional buttons in order to get the chicken to the exit.

On Busy Code - Children will create their own Algorithm for Beard Man to follow. The children will learn to test, run and debug their algorithm and they design and create their own

Children may also use the drag & drop activities on Code.org - Prereader course. Children will develop an understanding of sequencing and debugging through this



Year Group: Year 2 - Computer Science

Unit Title: Coding Unit A - On Screen Robots

Description: Children using J2Turtle in order to create an algorithm to command an On Screen robot to different areas on the mat. Children progress from simple mode to advanced mode

Children will use advanced mode to code a story for their sprite. They may choose where they want their on screen robot to finish and create an algorithm to execute that plan.

"I can watch the steps in order to debug my programme"

Encourage children to make a more complex version of their algorithm. They may choose to visit multiple buildings in their story. Alternatively, they may code using two sprites.

Children should be encouraged to predict, sequence and debug

Use the simple mode and continuously run the programme in order to check that it works. Children may work in a small group with an adult.

You may even use Digital leaders from the rest of the school in order to support

Create your algorithm for your program:



He is going to the supermarket and then home.



She is going to house agent and then to her big house shool

Pen down	foward	pen down	foward
forward	foward	left right	foward
foward	foward	foward	right
left		foward	backwards
foward left		foward	backwards
foward		left right	left
right		foward	up

Year Group: Year 2 - Computer Science

Unit Title: Unit B - Block Coding (Course A) Sequencing on Code.org

Description: Children are exposed for the first time to block coding. They will be sequencing blocks and using their debugging skills to create programs to support Scratch and Laurel to collect coins and gems. The example below shows using repeat blocks, this would be a greater depth example as most children will use more basic commands.



Children follow the self-led tutorials on Code.org. Focussing on using the drag and drop language of Blockly. They create sequences using the command blocks. Some children may ever experience using loops/repeat blocks

"I can put blocks into a sequence". I can read and debug my algorithm



Use the step tool to support understanding and debug. Children may also used pair programming in order to support their work.

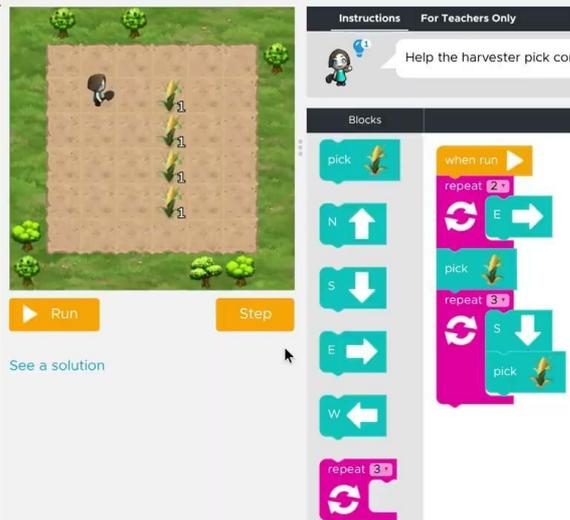
Where reading is a barrier children should be encouraged to use the read aloud function and hints

Children are encouraged to count how many blocks they may need in order to collect the items. They are then shown the loop/repeat block and discuss why it might be more succinct using less commands and a shorter sequence

Year Group: Year 3 - Computer Science

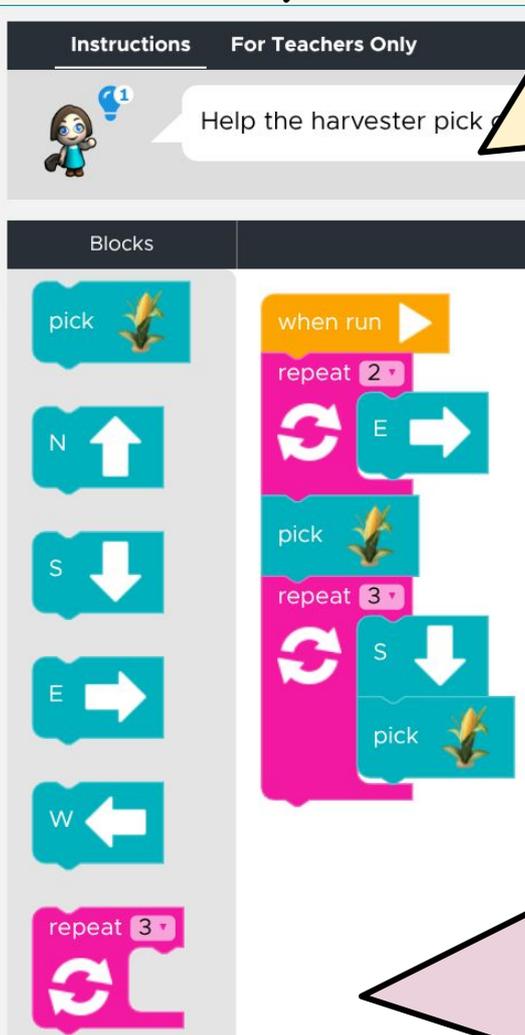
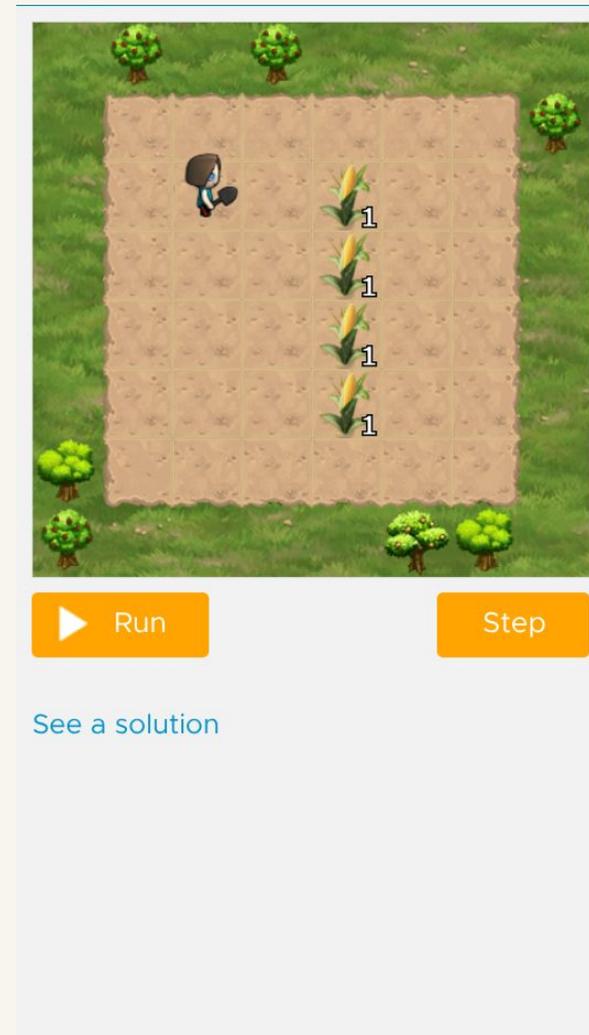
Unit Title: Unit A - Block Coding (Course B) on Code.org

Description: Children progress on their experience of Code.org in Year 2. They develop their sequencing by using a wider array of commands such as the 'pick' command and begin to spot patterns in code. Children will begin to use the repeat/loops block in order to make their code simpler and run faster.



Children will follow challenges where they need to collect different items in each of the challenges. Children will all have the experience of using repeat blocks in order to make their algorithm simpler and run faster

"I am use the repeat block to make my code run faster"



Children may use pair programming in similar ability pairs in order to support their learning. Some teacher may even pull a small group for a shared model.

Where reading is a barrier children should be encouraged to use the read aloud function and hints

Children may work independently and are encouraged to compare sequences with and without loops blocks.

Encourage them to verbalise why more is one effective than the other. Can they succinctly tell their peers?

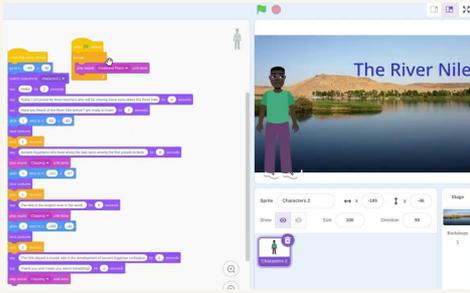
Children may then explore the open challenges at the end of the unit to freely apply their skills

Lesson Description	Pupil Voice	Teacher Observations + Judgement	Adaptive Teaching - Scaffolding	Adaptive Teaching - Challenge

Year Group: Year 3

Unit Title: Unit B Sequencing on Scratch

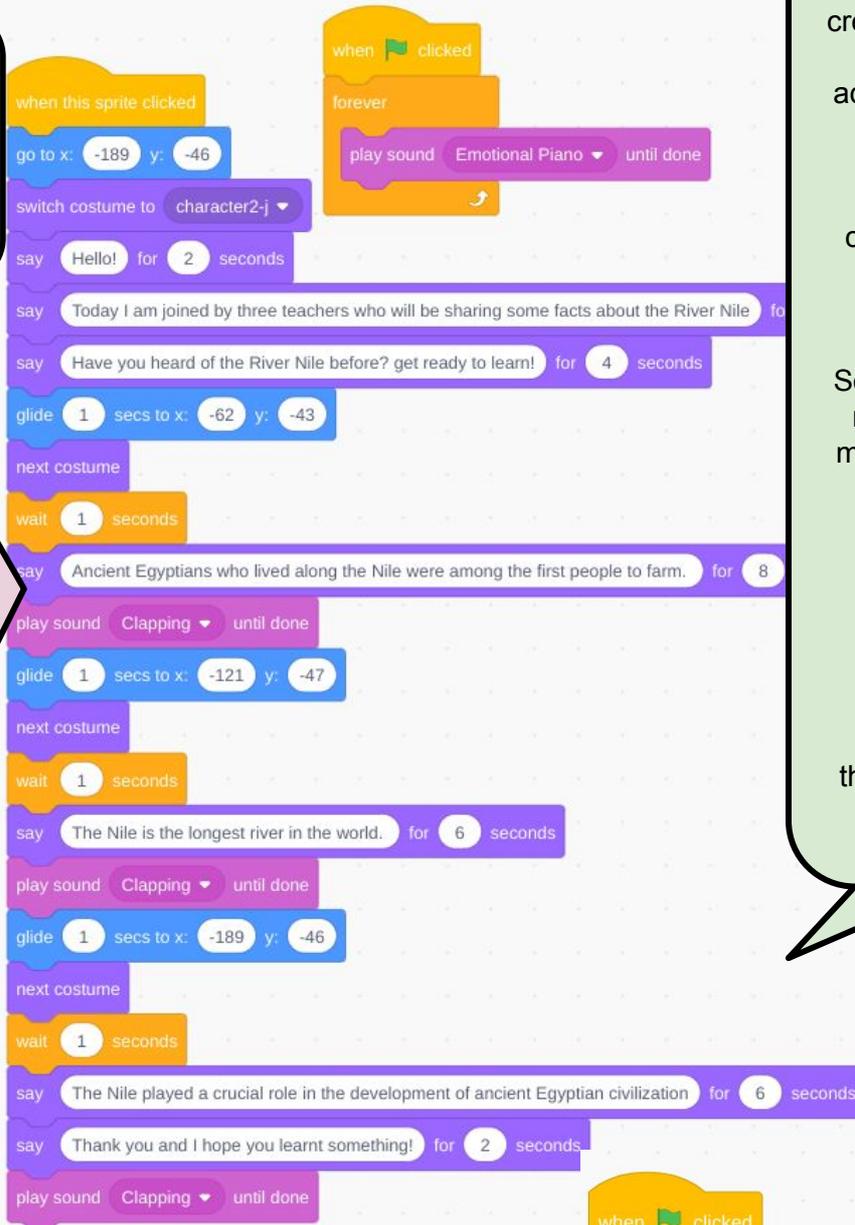
Description: Children create a sequence animation around a cross curricular topic on Scratch. Children may also improve their programme by using motion, control blocks, event, looks and sound.



I have experience using Motion, Looks, Control and Sound commands on Scratch to create a monologue about my topic

Encourage children to actively think about how their algorithm could be improved. One of the best ways to do this would be including sound, motion, costume and background changes and even repetition.

Children should be able to verbalise the function of each command throughout the program



```
when this sprite clicked
  go to x: -189 y: -46
  switch costume to character2-j
  say Hello! for 2 seconds
  say Today I am joined by three teachers who will be sharing some facts about the River Nile for 4 seconds
  say Have you heard of the River Nile before? get ready to learn! for 4 seconds
  glide 1 secs to x: -62 y: -43
  next costume
  wait 1 seconds
  say Ancient Egyptians who lived along the Nile were among the first people to farm. for 8 seconds
  play sound Clapping until done
  glide 1 secs to x: -121 y: -47
  next costume
  wait 1 seconds
  say The Nile is the longest river in the world. for 6 seconds
  play sound Clapping until done
  glide 1 secs to x: -189 y: -46
  next costume
  wait 1 seconds
  say The Nile played a crucial role in the development of ancient Egyptian civilization for 6 seconds
  say Thank you and I hope you learnt something! for 2 seconds
  play sound Clapping until done
```

Learning should be linked to a Cross Curricular topic. Children are encouraged to share at least three facts about their topic. All children should use the model to create a sequence using the looks blocks. In addition, they should all be encouraged to understand the importance of the control (wait) block as well as the sound or motion blocks.

Some children may use multiple costumes or multiple backdrops and events.

Children are encouraged to think critically about the experience of the audience. If there is another time to read their animation and if it is smooth and not glitchy.

Children may choose to just use Looks block for their sequence. Alternatively, you may just use looks and motion blocks.

Sometimes giving the scaffold of facts or using timetables etc. can support children with the initial development of their idea



```
when clicked
  say Hello! for 1 seconds
  say I am the Iron Man. for 2 seconds
  say My favourite food is metal! for 2 seconds
  say My friend is Hogarth. for 2 seconds
  say My favourite colour is grey. for 2 seconds
  say My home is in the scrap metal yard. for 5 seconds
  say Can you be my friend? for 2 seconds
```


Year Group: Year 4

Unit Title: Unit A Multiple Scenes Dialogue on Scratch

Description: Children Create a knock knock dialogue using Scratch. This will involve two sprites conversing and taking turns. Learners may further challenge by adding sound effects and applying their previous knowledge of Scratch.



```
when green flag clicked
  play sound Referee Whistle until done
  say knock, knock for 2 seconds
  wait 2 seconds
  say boo for 2 seconds
  wait 1 seconds
  say why are crying? for 2 seconds
```

"I added a funny sound effect when the punchline was revealed!"
"I found it tricky to time the responses, but I fixed it by adjusting the wait times."

Most pupils successfully created a knock-knock joke dialogue with two sprites taking turns.
Some learners needed support with sequencing the conversation correctly and developing an idea using turn taking as shown in the plan.
Also, counting correct seconds in order to correctly use wait' blocks.
A few pupils extended their projects by adding custom sound effects and animations.

```
when green flag clicked
  go to x: -38 y: -116
  wait 9 seconds
  glide 1 secs to x: -79 y: 65
  forever
    play sound Goal Cheer until done
```

Ben:
Knock, Knock
Wait
Boo
Wait
Why are you crying?

Jordyn:
Wait
Who's there?
Wait
Boo who?

Encouraged pupils to add a third sprite for a more complex dialogue.
Suggested adding background changes and animations to enhance storytelling.
Asked pupils to record their own voices for the joke instead of using default sounds.

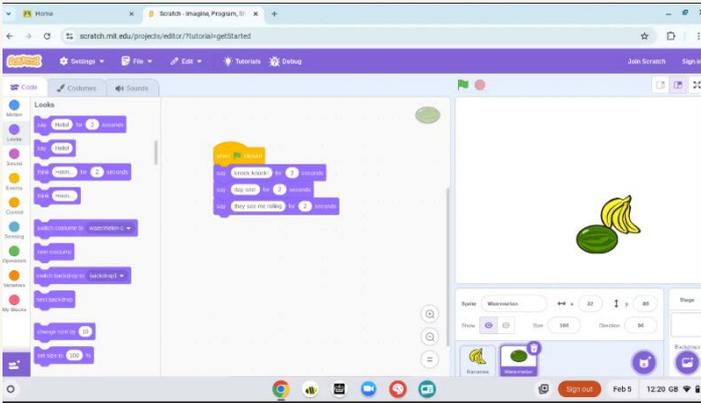
```
when green flag clicked
  wait 2 seconds
  say who's there? for 2 seconds
  wait 2 seconds
  say boo, who? for 2 seconds
```

Offered sentence starters for those struggling with structuring the dialogue.
Encouraged peer support by pairing students to debug and refine their projects.
Use only text and control blocks. Remove movement, or looks buttons

Year Group: Year 3/4

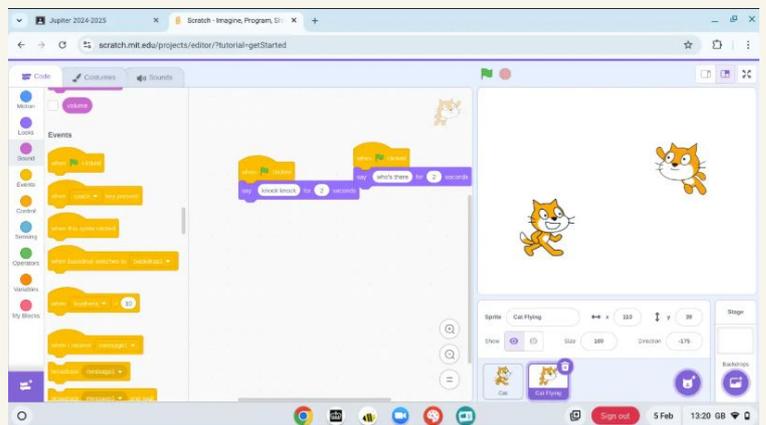
Unit Title: Programming Unit A - Multiple Scenes Dialogue

Description: Children are to use programming skills to predict, run, investigate and modify a parsons problem

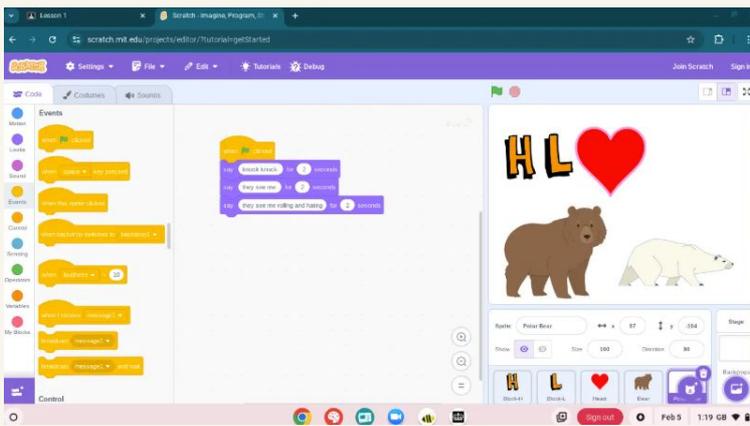


Some students had knowledge of using scratch from previous year groups. Students were shown a video of two characters speaking (dialogue). They were tasked at exploring scratch actions and trying to replicate the same actions.

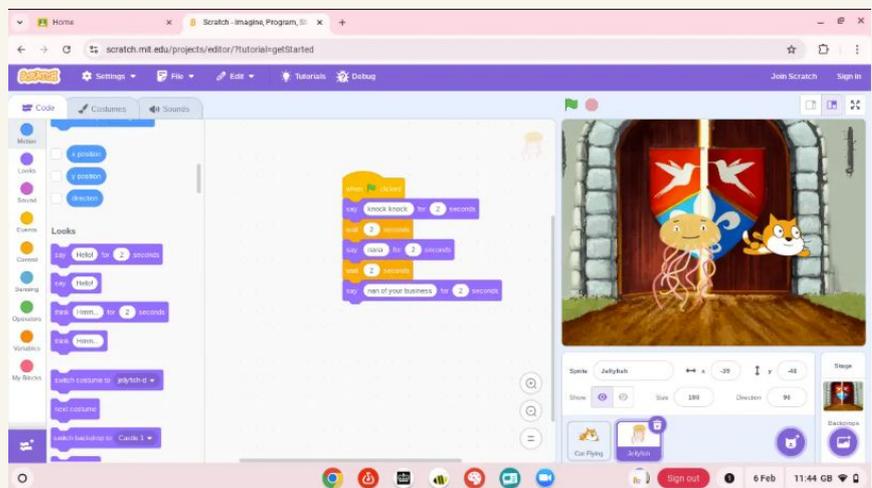
Students were given minimal explicit instruction on how to replicate the animation. Students needed to trial and explore the program to figure out how each action worked. SEN/Below were given 'hints'.



Students were challenged by not being shown how to complete certain actions and had to find the action that replicated what happened in the video. To further challenge they had to find alternative ways to complete the same action.



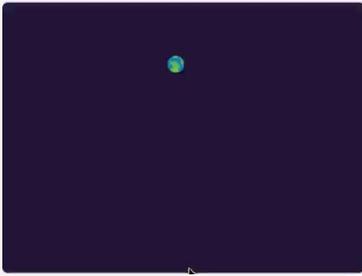
I really liked using scratch. I know how to make them talk and showed AAS how to add a background picture. JKG



Year Group: Year 4

Unit Title: Unit B Using repetition to create shapes

Description: Children will be introduced to the PRIMM approach. They will look at how to spot patterns in algorithms, use count controlled loops



```
when space key pressed
  go to x: -32 y: -5
  erase all
  pen down
  repeat 20
    move 100 steps
    turn 150 degrees
    change pen color by 10
  go to x: -10 y: 44
  repeat 50
    move 120 steps
    turn 100 degrees
    change pen color by 10
```

"Using loops saved me time instead of repeating the same blocks over and over."
"At first, I wasn't sure how count-controlled loops worked, but breaking them down helped."

Count Controlled Loops
- Repeat 20
- Repeat 50

Pupils engaged well with the PRIMM approach (Predict, Run, Investigate, Modify, Make). Many successfully identified patterns in algorithms and understood why loops are useful. Some pupils needed additional guidance when modifying loops to achieve specific outcomes. Those with prior experience in Scratch applied their knowledge effectively to create simple looping animations.

Provided worked examples of count-controlled loops before pupils modified their own. Encouraged pair programming to help struggling learners spot patterns in algorithms.

Asked pupils to experiment with nested loops to create more complex patterns. Introduced loops with variables for those ready to explore dynamic counting.

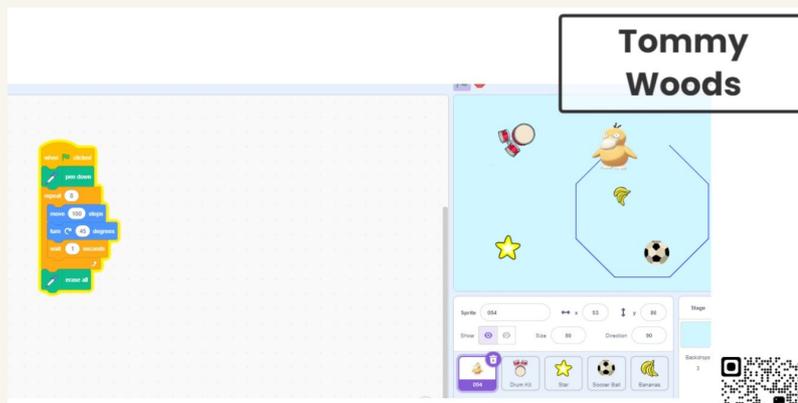
Spotting the repeating pattern

Spotting Patterns

```
when clicked
  pen down
  move 100 steps
  turn 90 degrees
  wait 0.2 seconds
  move 100 steps
  turn 90 degrees
  wait 0.2 seconds
  move 100 steps
  turn 90 degrees
  wait 0.2 seconds
  move 100 steps
  turn 90 degrees
  wait 0.2 seconds
```

Start
Pen down
Loop 4 times
Move forward 40
Turn right 90°
Pause 1 second
Pen up

```
when a key pressed
  pen down
  repeat 4
    move 40 steps
    turn 90 degrees
  wait 1 seconds
  pen up
```



Tommy Woods



Year Group: Year 5

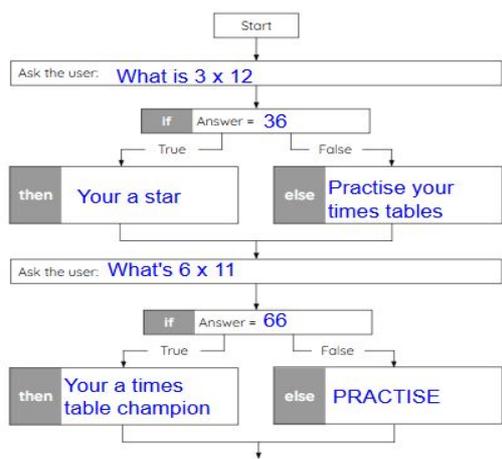
Unit Title: Unit A Selection in Quizzes

Description: Children use conditional selection to create a quiz around maths or one of the cross curricular topics they have been learning about.

Prior to designing their final quiz algorithm on Scratch, pupils were given a planning document to organise their questions/ The document was a pedigree template that allowed them to structure their input-output statements and the responses they wanted to implement for each function - bringing together their learned skills and understanding from previous lessons around the different commands and conditions being implemented in a procedural manner.

Creating a quiz

Use the design template below to plan out the questions your sprite will ask, and the outcomes that will be carried out if the condition is true and if it is false.



Outcomes:
Developing the "if...then..." function to add "else..." to demonstrate control over the desired outcome for the initial conditional statement.

Condition:
Implementing a conditional statement that allows for a true/false question to be answered.

Selection:
Initial use of "if...then..." in order to achieve a binary outcome for given conditional statement.

Outcomes (2):
Incorporating challenge to the outcomes element where GD pupils are asked to differentiate outcome responses throughout their quiz in order to demonstrate structural understanding of algorithm and how to manipulate whilst maintaining the integrity of the code - allowing for debugging where and if necessary.

Lesson Description	Pupil Voice	Teacher Observations + Judgement	Adaptive Teaching - Scaffolding	Adaptive Teaching - Challenge

Year Group: Year 5

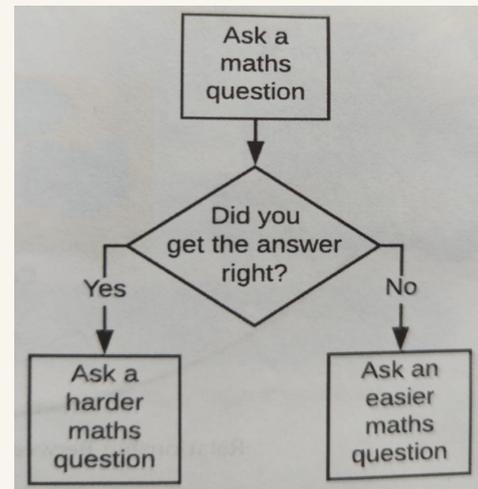
Unit Title: Unit A Selection in Quizzes

Description: Children are using three forms of conditions selection to plan, and create a simple quiz programme where a question is asked and the response determines the pathway of the quiz.



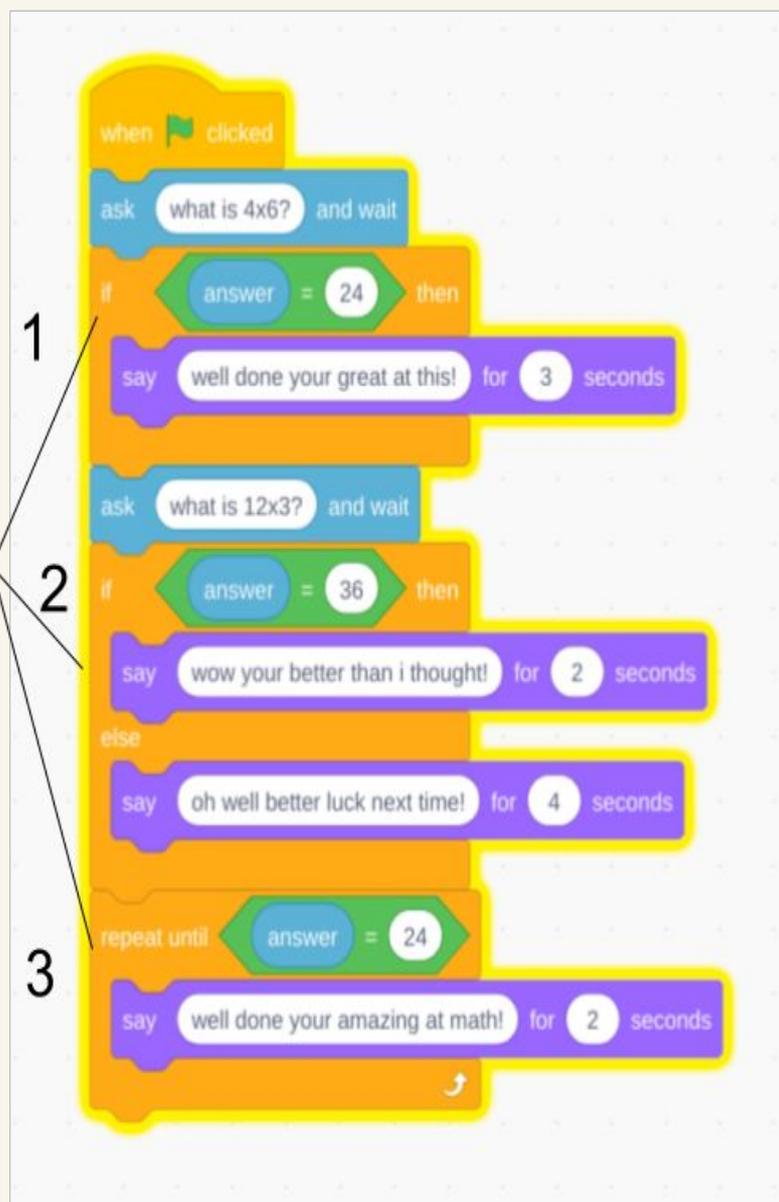
[Project Link](#)

Blocks used



Process

Text variable used
Ask...answer



1

2

3

Different types of conditions have been used
Condition starts action

Condition switches between actions

Condition stops action

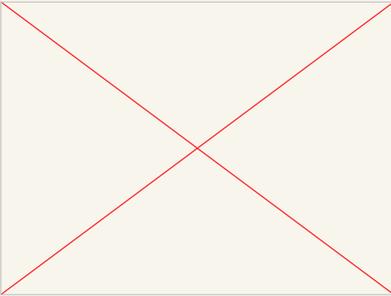
Ask- Considerations have been made about the type of questions which prompt answers that work, e.g. player is likely to use digits and avoid difficulties matching spellings or wording

The quiz has been run several times, testing correct and incorrect answers
To ensure that at least a few quiz questions run as intended

Year Group: Year 5

Unit Title: Unit B - Variables in Games

Description: Children be introduced to variables and use these to create a positively scoring game. They will use the template of a crab maze and plan and create their own



Children design a basic crab maze game. You control the crab with the goal to reach the finish line which is a specific colour. Along the way if you touch the maze you go back to the beginning. A variable called 'score' is created, you collect points as you go to make the game competitive

Project Link

Variable
Variable Created 'Score' - Set to zero on Green

Conditional Statement
Condition Starts Action for Movement
When key pressed
Change Y or X axis by....

In this game you move the Sprite using the arrow keys. The variable is score and you get a positive point for each coffee cup you collect. When you touch the red button you reset to the start

Variable
When touching coffee cup, increase score by 1 point

Conditional Statement
If touching colour green (colour of finish line) - Then Switch Backdrop to Level 2 & Broadcast message

Conditional Statement
If touching colour red (colour of maze walls) - Reset to start position

Give children the conditional statements for movement. Children create the Variable for the score feature. Remove creativity and use the starter project if necessary

Further challenge:
Use a negative scoring system
Create a platformer for multiple levels
Create a high score/ timer or special item with increased score

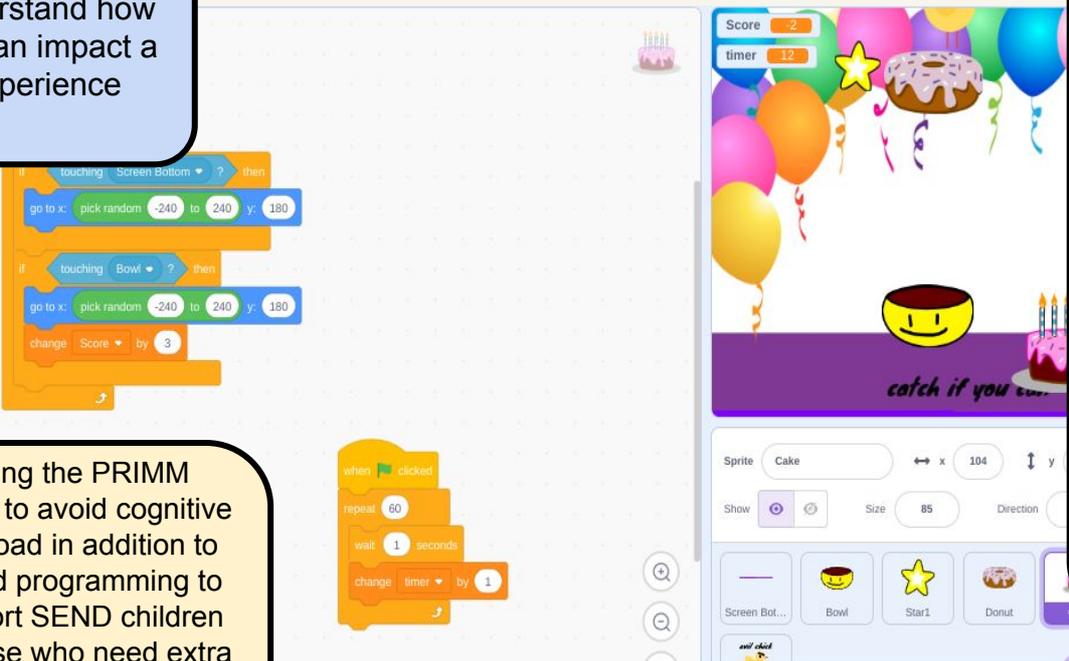
You could even create lives that are lost when you touch the side and link to the negative scoring system

Year Group: Year 6

Unit Title: Unit A - Variables in Games

Description: Children be develop their understanding of variables from Year 5 in order to create a game,. The game should have multiple variables including a positive and negative scoring system. They may also include a high score feature, platformer or a way for you to get extra points e.g. a special item

I now understand how variables can impact a game experience



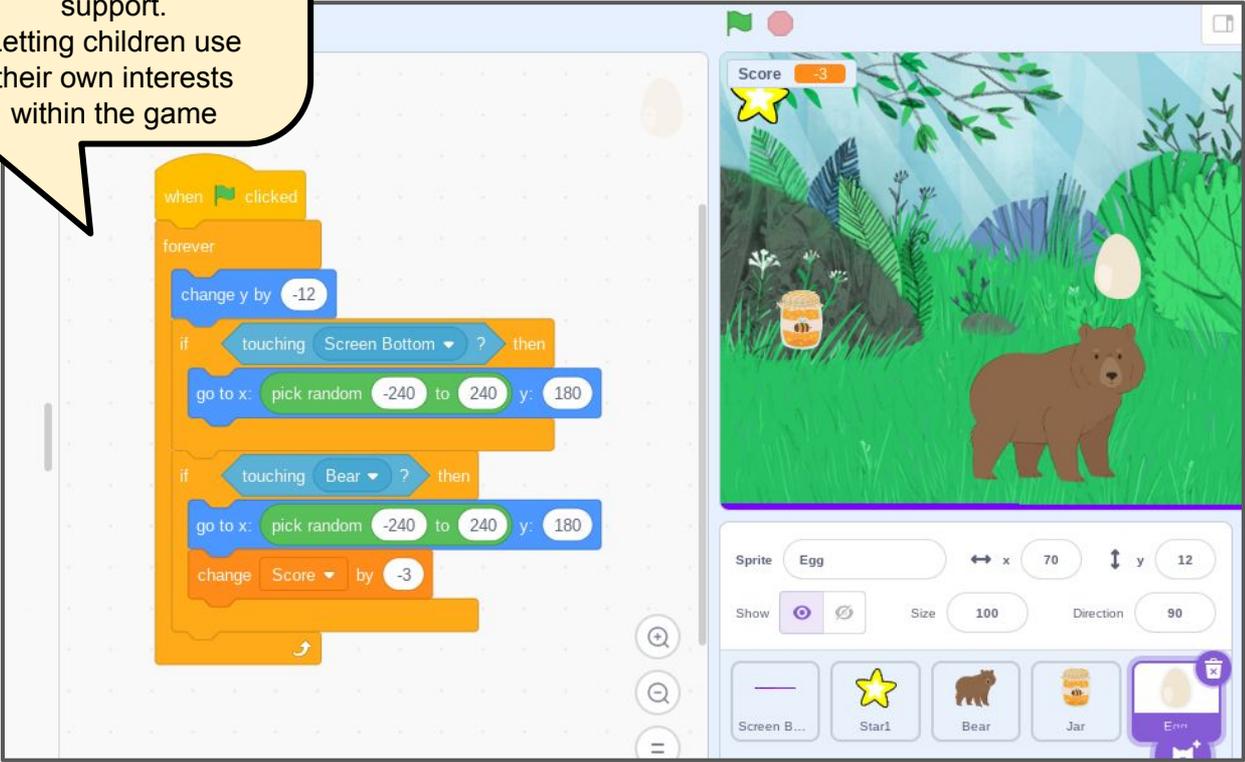
To use a plan to create a game that includes variables for a score and a timer.

As there were many elements to the game building experience it was best to start with a base for many children as to focus on the variable aspect then build in the other coding aspects.

Ensuring children name their variables suitably was essential

Using the PRIMM modal to avoid cognitive overload in addition to paired programming to support SEND children or those who need extra support.

Letting children use their own interests within the game



Having both negative and positive score impacts.

Putting children in the place of game designers thinking about universal design experiences such as colours, noise and how to play (physical).

Year Group: Year 6

Unit Title: Unit B - Sensing with Microbit

Description: Children use the variables and the sensing feature on the Microbit in order to create a step counter. As the Microbit is shaken to variable will accumulate. Step counters can be adapted to be sensitive to only read smaller step movements for improved accuracy.

```
on start
  set steps to 0

on shake
  change steps by 1

on button A pressed
  set steps to 0

on button A+B pressed
  show number steps

on button B pressed
  if steps < 30 then
    show number steps
    show string "Keep it up!"
  else
    show number steps
    show string "Great"

forever
  if acceleration (mg) strength > 1500 then
    change steps by 1
```

Children have created a variable called 'Steps'

On shake the steps count will increase by 1. As a challenge, students could use the code to make their step counter more sensitive

Reset button needed to clear count

"I learned how variables store numbers and change when I move the Micro:bit."
"At first, my counter was going up too fast, but I changed the sensitivity to make it more accurate."

Use the A+B button pressed in order to show the number of steps

Pupils demonstrated a good understanding of how variables store and update values. Most were able to use the sensing feature to detect movement and trigger the step counter. Some needed support in adjusting sensitivity to prevent the counter from increasing too rapidly. A few pupils extended their projects by adding a reset button or displaying messages after a certain number of steps. The activity effectively combined prior knowledge of variables with real-world applications.

Use conditional selection to provide encouragement as the step counter is being used. Use a target amount of steps for the fitness watch

Asked pupils to refine their counter by adjusting sensitivity for more accurate readings. Encouraged exploration of additional sensors (e.g., tilt or acceleration) to improve step detection. Suggested adding a goal-setting feature where a message appears after reaching a step target.

Used a simple analogy (e.g., a tally chart) to explain how variables store step counts. Provided a guided example of setting up a variable and linking it to the shake event.

Islington

Computing



Digital Literacy Progression in Primary

Year Group	Common Sense Media	Computing Systems & Networks
Year 1	Common Sense Media	Technology Around Us
Year 2	Common Sense Media	Different Uses of Computers
Year 3	Common Sense Media	Connecting Computers
Year 4	Common Sense Media	Computing Systems & Networks
Year 5	Common Sense Media	History of Computing
Year 6	Common Sense Media	Computing Systems + Networks

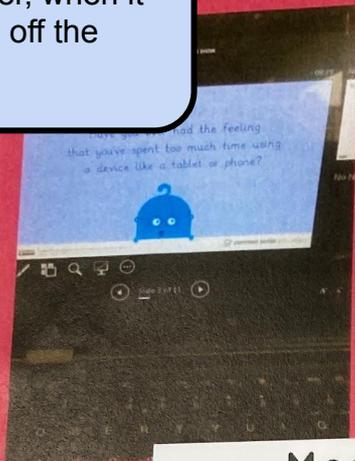
Lesson Description	Pupil Voice	Teacher Observations + Judgement	Adaptive Teaching - Scaffolding	Adaptive Teaching - Challenge

Year Group: Year 1 - Autumn 1

Unit Title: Media Balance & Wellbeing

Description: Children use the CSM resources and learn about the Pause, Breathe Finish Up Routine. Learners act out and complete the Pause & Think Handout

"My mum puts a timer on the cooker, when it beeps I turn off the iPad".



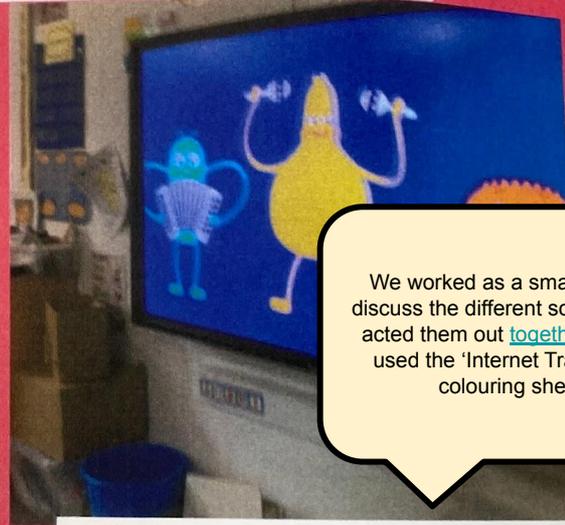
Friday 15th N

Children explored the 'Pause Breathe Finish up' routine/ We acted it out and discussed scenarios when we would apply the strategy



Media balance is important

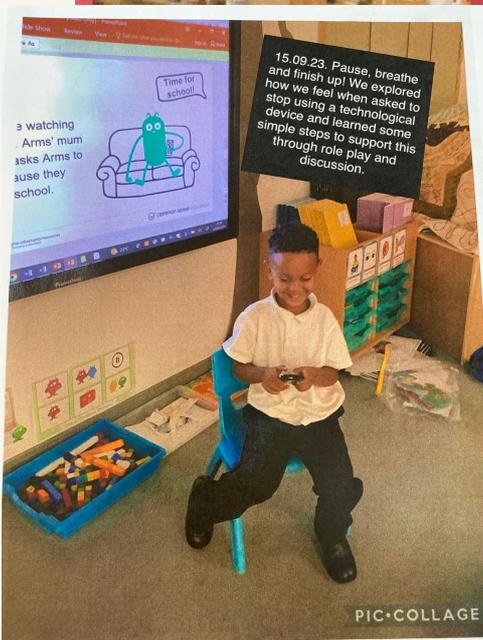
Children took turns coming to the front - Hot seating a scenario and and sharing with the rest of the class. We even came up with some of our own scenarios



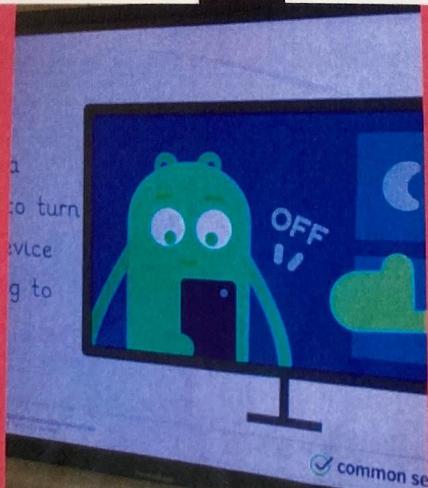
We worked as a small group to discuss the different scenarios and acted them out together We also used the 'Internet Traffic Light' colouring sheets

We discussed the importance of taking a break

My mum puts a timer on the cooker and when it beeps I turn the tablet off - Mirac



15.09.23. Pause, breathe and finish up! We explored how we feel when asked to stop using a technological device and learned some simple steps to support this through role play and discussion.



I have a timer for 10 minutes - Khadijah

PIC-COLLAGE

PIC-COLLAGE

Year Group: Year 1 - Autumn 2

Unit Title: Cyberbullying, Digital Drama & Hate Speech

Description: Children share ideas on an offline and online activity



Year 1 - Cyberbullying

LQ: How can I explain when and why to take breaks from Media?

C - I can explain why a media balance is important

A - I can suggest a range of plugged and unplugged activities

E - I can explain how I balance my media everyday in my life

Instructions: <https://shorts.flipgrid.com/watch/13827885691306440>

- 1) Add Response Add your response
- 2) Follow the link and watch the 'Balance is Important' video
- 3) Use the pencil icon to record your answer to the questions
- 4) Use the text tool to share your Online (plugged) & Offline (unplugged) activities
- 5) Or draw you doing these activities
- 6) Upload your work

I stop using technology and go outside and play basketball

As there were many elements to the game building experience it was best to start with a base for many children as to focus on the variable aspect then build in the other coding aspects. Ensuring children name their variables suitably was essential



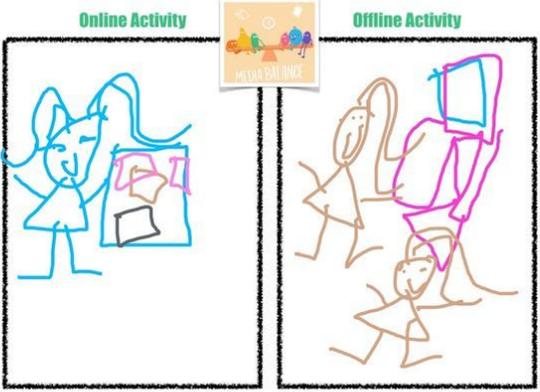
Hector's Post



We brainstormed examples of what offline activities we completed as a group. We acted this out and went and tried some out"



Archer Jobling's Post



Children were encouraged to connect their previous learning of the pause, breathe and finish up routine. Our work then creating a class Digital Charter than was on display and we shared with the parents



Year Group: Year 1 - Spring 1

Unit Title: Relationships & Communication

Description: Children reflect on the Digital Citizens and which character they emphasise with when they go online



Year 1 - Relationships & Communication

LQ: How do we find a happy balance between our online and offline activities?

C - I can use my reasoning skills to explain what it means to balance my media use

A - I know when and why to take breaks from device time.

E - I can consider the feelings of people around them, even when engaged in fun online activities

Video: <https://www.commonsense.org/education/videos/media-balance-is-important>

Instructions:

- 1) 🔗 Follow the 🔗 to watch the Common Sense Media video 'Media Balance is Important'
- 2) 🖋️ Use the 🖋️ to record your responses to the questions (ask an adult to help you read them if you need)
- 3) 🗺️ Choose your favourite Digital Citizen and use the pen tool to get them col

Meet the Digital Citizens!



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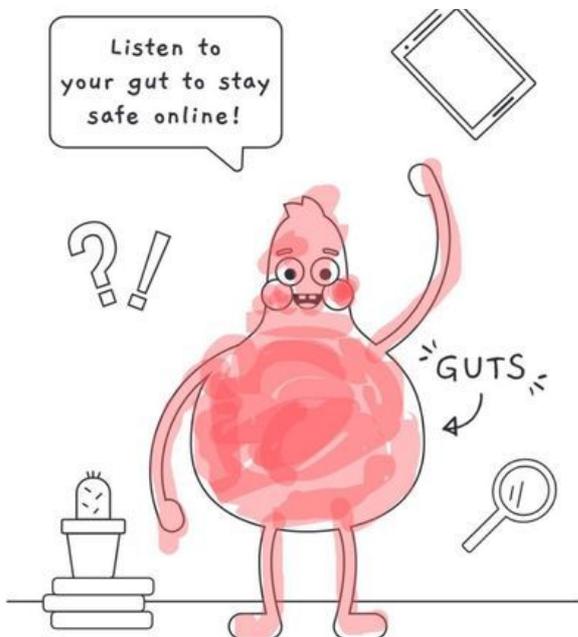
I am like Feet when I go online

Use your feet carefully when leaving tracks online

Children watched the video and considered when to take breaks from technology before looking into each of the Digital Citizens and what we can learn from all of them

Children completed the Meet the Digital Citizen colouring sheets

Listen to your gut to stay safe online!



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We encourage children to come up with their own action statement to go with each of the Digital Citizens - eg If it seems too good to be true, it probably is'

Year Group: Year 1 - Spring 2

Unit Title: News & Media Literacy

Description: Children reflect on who their trusted adults are and who they would go to if they ever felt uncomfortable online



Year 1 - News & Media Literacy

LQ: How can I make sensible choices when using the internet?

C - I can make sensible choices when using the internet

A - I can identify 'Pop ups', 'Inappropriate websites' and 'Cyberbullying'

E - I can discuss what to do if I see something I do not like when I am online

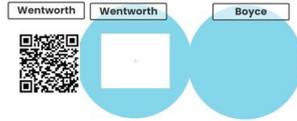
1) Follow the the listen to the Smartie the Penguin story

https://docs.google.com/presentation/d/1h1hMDKZAaww0E_aV5g5Bcu2jRTbN1cyVd8d4Qps00hdid7usg/edit?usp=sharing

2) Use the drawing and label tools to draw a portrait of the adult that you would ask for help if you needed it online

3) Use the to describe who your trusted adult is and their relation to you

4) Upload your work



Barcon Alula's Post



Being considerate of children's individual learning environments e.g. in care etc. - we discussed who trusted adults might be for them. They then drew their trusted adults and some children wrote what they might say to them

We emphasised that trusted adults are not there to tell you off but instead they are wanting to keep you safe. That is why as teachers we care also trusted adults and you can speak to us

Draw a portrait of the adult that you would ask for help if you needed it online.

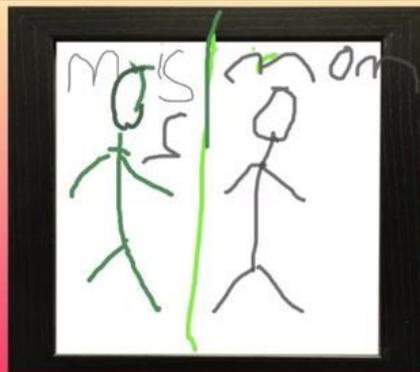


I can identify my trusted adults and know when to speak to them

We even showed photos of the children's family members to support their understanding of who might be an appropriate trusted adult.

In addition, we supported children to understand that a peer is not a trusted adult etc. We developed a sentence starter they might use for initiating a conversation

Draw a portrait of the adult that you would ask for help if you needed it online.



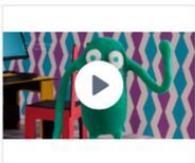
Children were encouraged to explain when they might take something to their trusted adults. Children shared examples of when they had seen something they don't like and spoken to their trusted adults



Year Group: Year 1 - Summer 1

Unit Title: Privacy & Security

Description: Children watched the video on privacy & security and drew an image sharing one of the behaviours they would do online to stay safe



Year 1 - Privacy & Security

LQ: How can I stay safe in my Online Neighbourhood?
C - I can discover that the internet can be used to visit faraway places and learn new things.
A - I can compare how staying safe online is similar to staying safe in the real world.
E - I can explain rules for traveling safely on the internet.

Instructions: <https://shorts.flipgrid.com/watch/16363451155481513>

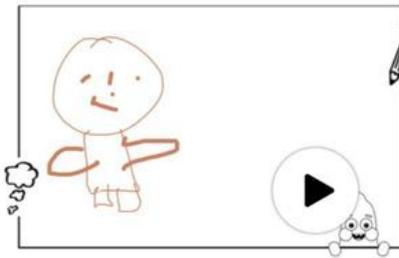
- 1) Follow the video to watch the "Safety in My Online Neighbourhood" video.
- 2) Use the drawing tools to draw yourself following one of the 3 rules we learned today.
- 3) Add the rule you learnt using the text tool into the sentence to complete it
- 4) Use the voice tool to record yourself reading the complete sentence.
- 5) Share your work with your teacher by clicking the share icon.

Omar-King's Post

When I am online I will ask my parents first

Children watched the video, drew a picture of the rule that they were going to follow when they went online. E.g. make sure my family can see me. Or ask permission first etc.

Draw a picture of yourself following one of the three rules we learned today.



Online Safety Rules

- only talk to people I know.
- stick to sites just right for me.

Slide the the rule that you picked for you drawing to complete the sentence.

When I am online, I will

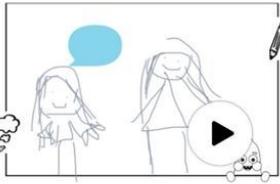
always ask my parents first!



Clementine Goodhand's Post

We took a photo of the child acting out the example and used the voice tool to capture their reflection

Draw a picture of yourself following one of the three rules we learned today.



Online Safety Rules

- only talk to people I know.
- stick to sites just right for me.

Slide the the rule that you picked for you drawing to complete the sentence.

When I am online, I will

always ask my parents first!



Leo Betriu's Post

Online Safety Rules

- only talk to people I know.
- stick to sites just right for me.

We went through every child's example and shared them with the rest of the class.
We split the ideas into 'in school' and 'at home'.



Slide the the rule that you picked for you drawing to complete the sentence.

When I am online, I will

always ask my parents first!

Year Group: Year 1 - Summer 2

Unit Title: Digital Footprint & Identity

Description: Children shared an idea of what safe things they can do when they are online - Tech for Good



Year 1 - Digital Footprint & Identity

LQ: How can I identify what is 'safe' to share online?

C - I know what online and offline means

A - I can identify what is safe to share online and what may not be

E - I can use my reasoning skills to explain why some things should not be shared online

Key Words:

Identity - Our strengths, abilities and talents

On my iPad I do my home learning

We developed a poster sharing positive and 'tech for good' that the children could choose from.

Children drew an example of them using their technology for a positive tech use. E.g Teach monster to read or Phonics play etc. We gave the tech for good poster to parents

Internet the Wild West!
Stay Involved

Agree family boundaries & set parental controls @ www.internetmatters.org /parental-controls & parentsafe.lgfl.net

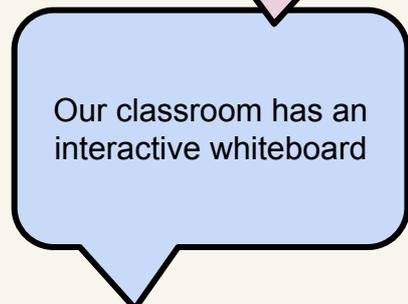
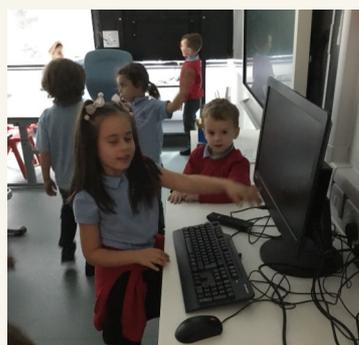
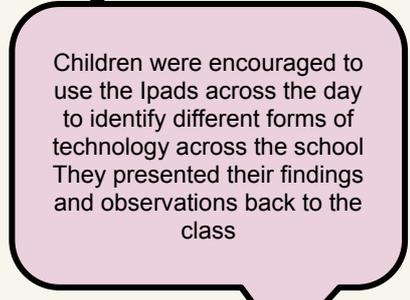
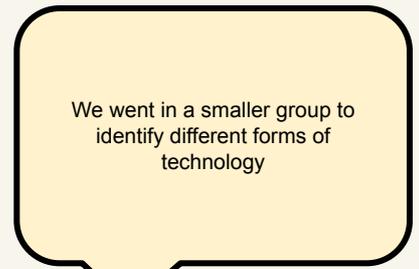
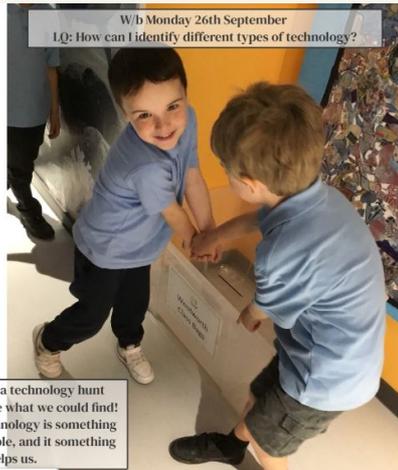
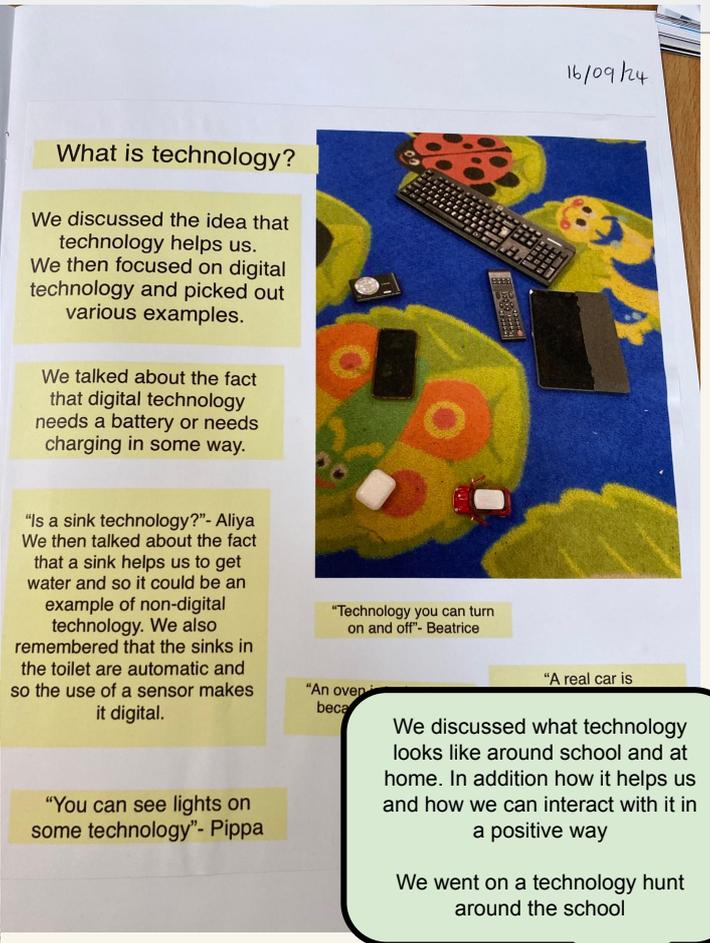
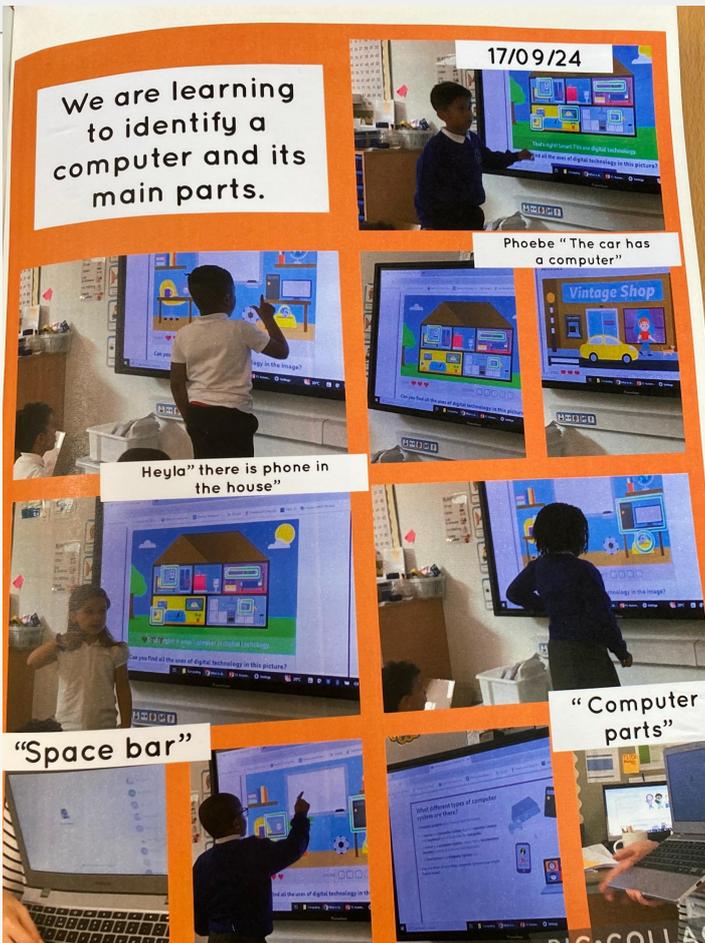
The 4 'C's			
Content	Contact	Conduct	Commerce
<ul style="list-style-type: none">• Abuse• Inappropriate content e.g. hate speech, racism, misogyny, self-harm, terrorism, pornography	<ul style="list-style-type: none">• Bullying• Grooming• Sexual harassment• Stalking• Influencing• 'Tech-wash' campaigns	<ul style="list-style-type: none">• Privacy• Digital footprint• Health and wellbeing• Hoax and misinformation• Copyright• Live streaming	<ul style="list-style-type: none">• Online gambling• Advertising• Product sales• Micro-transactions

Children were asked to rank different websites/apps based on how good they were. We also explored the apps rating on Common Sense Education - [The Best Free Apps and Websites for Learning | Common Sense Education](#)

Year Group: Year 1

Unit Title: Technology Around Us

Description: Children discuss technology in school and at home, they label the main parts of a computer and go on a technology hunt around the school



Children discussed how tech can make them feel in different ways. Using an emoji game, they practised recognising emotions and learned what to do when something feels uncomfortable online. They then showed which trusted adult they would seek if they needed help

when I'm playing a game and I have a funny feeling in my tummy I will tell my mum or my dad or a grown-up I trust

Ama

Draw a picture to show what you will do if you get an uncomfortable feeling when using technology.



I can pause if something online makes me feel uncomfortable.



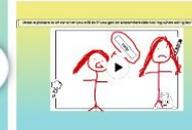
Tei

Draw a picture to show what you will do if you get an uncomfortable feeling when using technology.



Emoji game helped all children join in. Key vocab ('pause', 'uncomfortable') was modelled and repeated often.

phone I if I was playing scary game and my tummy felt like butterflies in it I'll get out of the game and how are you



Moriah

Draw a picture to show what you will do if you get an uncomfortable feeling when using technology.



Sign out and ask a trusted adult that it happened

We encouraged children to come up with a scenario of when they would tell a trusted adult and share it with their peers



We went through the specific scenarios and explained how to respond. We also simplified the list of emotions we were feeling and added imagery to support

Year Group: Year 2 - Autumn 1

Unit Title: Media Balance & Wellbeing - How Does Technology Make Us Feel?

Children discussed how tech can make them feel in different ways. Using an emoji game, they practised recognising emotions and learned what to do when something feels uncomfortable online. They then showed which trusted adult they would seek if they needed help



Year 2 - LQ: How can we be safe, responsible, and respectful online?

C - I can learn the "Pause & Think Online" song to remember basic digital citizenship concepts.

A - I understand the importance of being safe, responsible, and respectful online.

E - I can respond to discussion questions as a digital citizen and provide advice for my peers

Key Vocabulary: online, pause

- 1) Watch the video by Common Sense Media
- 2) Use the drawing tool to respond to the discussion questions
- 3) Use the drawing tool + T to complete the student reflection sheet
- 4) Follow the link to the BBC Own it video
- 5) Upload your work

Pause & Think Moment

NAME _____

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.

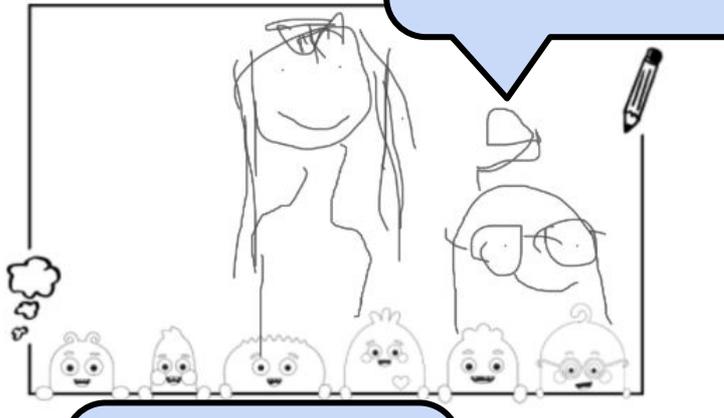


How will you be like one of the Digital Citizens next time you're online?

Pause & Think Moment

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.

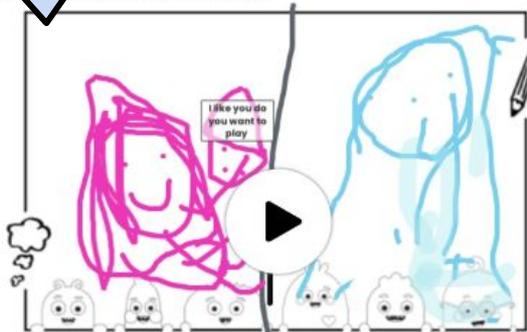
I will be like head when I go online and make careful choices



I will be like legs when I go online

I will be like heart when I go online

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.

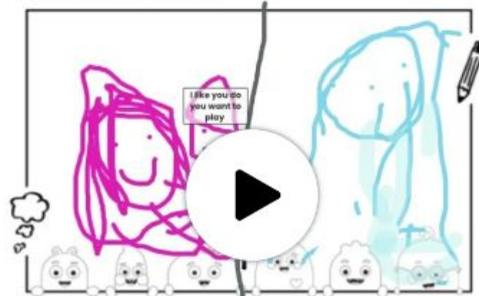


How will you be like one of the Digital Citizens next time you're online?

Isabella and Nyasia's Post

Pause & Think Moment

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



How will you be like one of the Digital Citizens next time you're online?



Autumn 1 - Creating Media



The children discussed what they already know about the common sense characters and identified what each character teaches them about being safe online



'If you grown up says stop, you should pause, breathe and finish up!'

They created some posters to go up in the classroom to remind themselves of these common sense rules and to inform others of them too

15.04.24
E-Safety: Media Balance

We listened to a song about the importance of balance regarding our use of technology. We discussed the effects prolonged media-use can have on our bodies, the importance of real human interaction and what we can do instead of using media for a long time.

PAIR-SHARE

Why should you take a break from your device when a friend says "hi"?

"You can finish your game later"- Maria

"It's rude not to talk to someone when they talk to you"- Raia

Why should you invite your friend to play when they are all alone?

"If your grown up says stop, you should listen"- Amir

"You shouldn't take someone else's phone without asking because it might not be for your age"- Bella

"You shouldn't take someone else's phone without asking because it doesn't belong to you"- Anas

PIC•COLLAGE

We opened the scenarios and turned them into partner discussion, we then used hot seating and added our own scenarios for children to show what they had learnt

We role-played tricky situations and explained why respectful tech use matters.

This activity had a poem, we asked a group of children to prepare a performance of the poem and present back to the group

Year Group: Year 2 - Summer 1 - Relationships & Communication
Unit Title: Jessie & Friends - The Funny Tummy Song & Sharing Pictures

Children watched *Jessie & Friends: Episode 1* and discussed what to do if they see something online that upsets or confuses them while watching videos.



"I would tell a grown-up if a video made me feel worried."



Video helped start important conversations. Stopping to talk during key scenes supported understanding.

Paused video to check understanding and used simple prompts to discuss feelings.

Described how characters felt and suggested safe video choices.

Pause & Think Moment

NAME

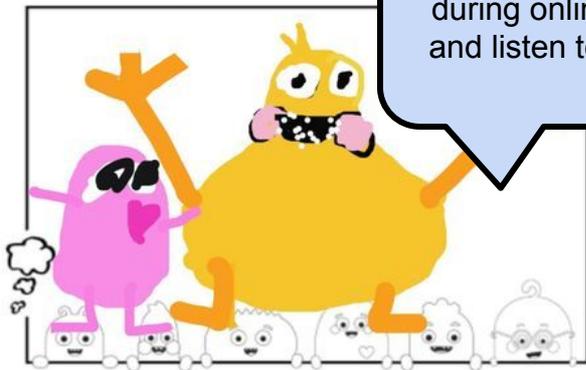
Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



How will you be like one of the Digital Citizens next time you're online?

Pause & Think Moment

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



How will you be like one of the Digital Citizens next time you're online?

I will be respectful during online games and listen to my guts.

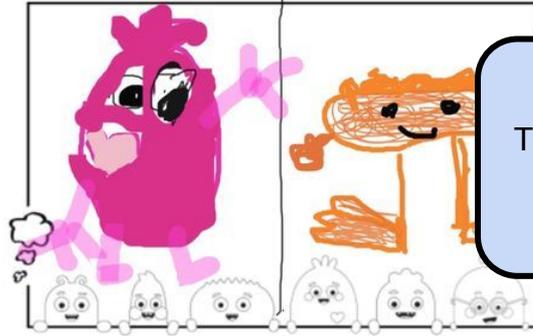
I will be respectful during online games and listen to my guts

I will be like head and make careful choices and decisions

Pause & Think Moment

NAME

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



How will you be like one of the Digital Citizens next time you're online?

Try to be more kind on the internet

Not so personal stuff

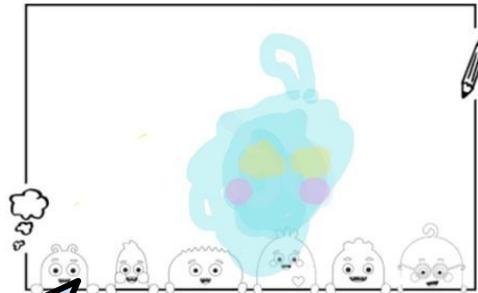
Jessica and Sophie's Post

Try to be more kind on the internet

Pause & Think Moment

NAME

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



How will you be like one of the Digital Citizens next time you're online?

I have chosen my head because i want to be smarter online.

Leo's Post

Children really enjoyed focussing on a specific Digital Citizen and their behaviour, then bringing them to life on Seesaw

Pause & Think Moment

Pick one of the Digital Citizens. Draw how you will be like that character next time you're online.



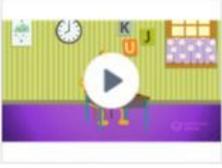
How will you be like one of the Digital Citizens next time you're online?

I'm gonna use my brain next time when I'm doing my thing online

I am gowing ot trush my ing stist

We worked together to brainstorm different ideas and used the accessibility features in Seesaw to share our ideas

Children were encouraged to write what Digital Citizen they would be like and include a sentence of putting that into practice



Year 2 - Privacy & Security

LQ: How can I stay safe when visiting a website or app?

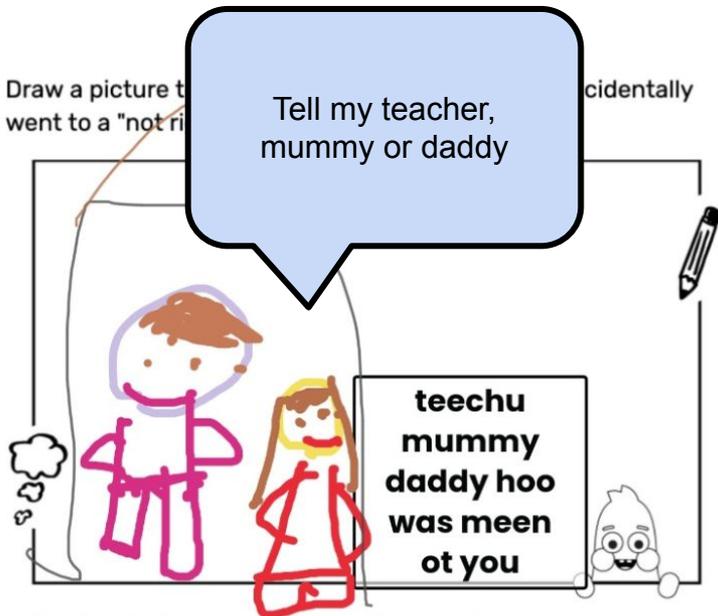
C - I understand that being safe online is similar to staying safe in real life.

A - I can learn to identify websites and apps that are "just right" and "not right" for me.

E - I know how to get help from an adult if I am unsure about a website.

Instructions: <https://shorts.flipgrid.com/watch/16365112210751713>

- 1) Follow the link to watch the 'Internet Traffic Light' video.
- 2) Read the "Internet Traffic Light" poem.
- 3) Navigate to page two
- 4) Use the eraser or pencil tool to draw what you will do if you accidentally go to a "not right" website. (You may watch the video again if you need a reminder.)
- 4) Use the eraser or pencil tool to complete the sentence of what you will do if you reach a website that is "not right."
- 5) Use the microphone tool to record yourself reading the sentence
- 6) Turn in your work by clicking the submit button.



Write about what you should do if you accidentally get to a "not right" website.

If I accidentally get to a "not right" website, I will

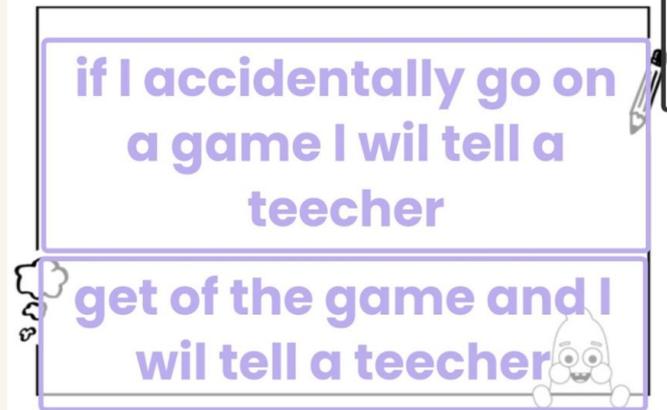
Draw a picture to show what you would do if you accidentally went to a "not right" website.



Write about what you should do if you accidentally go to a "not right" website.

If I accidentally get to a "not right" website, I will

Draw a picture to show what you would do if you accidentally went to a "not right" website.



Write about what you should do if you accidentally get to a "not right" website.

If I accidentally get to a "not right" website, I will

Traffic light visuals made the concept easy to grasp. Repeating examples helped reinforce safe choices. Cross Curricular link to keeping safe in neighbourhood

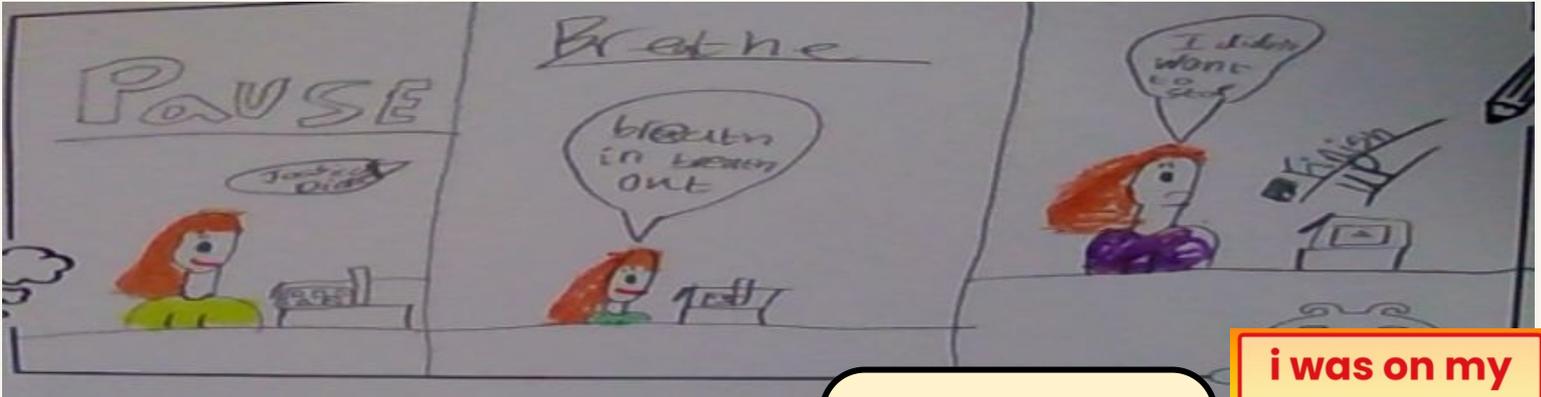
Using the childrens ideas we focussed on websites/games and apps they had used and drew on examples of what they had seen when they were online

We had a discussion around what sites are being used - Explained why certain sites aren't "just right" and gave examples of safe choices.

Year Group: Year 2 - Summer 2

Unit Title: How Can we be safe, responsible and respectful online?

Children learned why it's important to show respect when using devices. They practised a simple routine — "Pause! Breathe! Finish Up!" — to help them stop tech use calmly and kindly.



One morning Tabitha was watching youtube on her ipad but then she had to turn it off because she needed to go brush her teeth and go to bed.

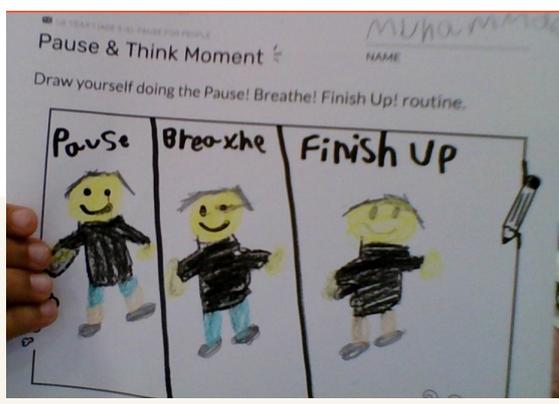
Repeated the routine with actions and used visual prompts. - Children added their own actions instead

i was on my tablot. i had to get off because i was to long on it.



When my teacher tells us that it is play time I sign out of my Chromebook

Children were encouraged to break down the steps of the routine and show the actions they would complete



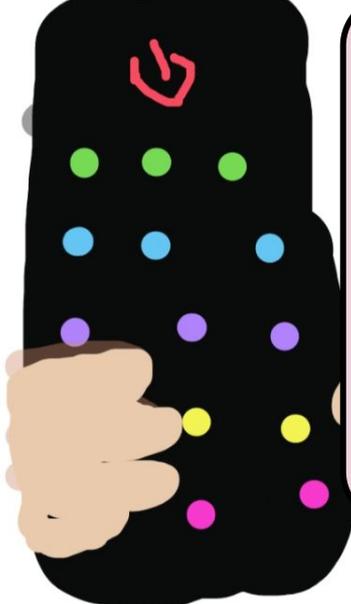
Rose was playing on her tablet her mother said that she had to stop playing she stopped & went to dinner.



I was watching TV and my dad said we have to go to school I put my backpack on and left.

I pause from TV and I take a breath and I finish up and go to school

My mum told me that I had to put my Nintendo down so I did and then I went to school



We created a poster for our families to see - we then used this in the classroom and sent it for our families to use at home

Year Group: Year 2

Unit Title: The different uses of Computers

Description: Children discuss the different roles of technology at home, in school and in the wider public domain

Autumn 2 - Computing systems and networks

Date: Monday 30th September 2024
LI: To recognise the uses and features of information technology

Success Criteria:

- I can list different uses of information technology.
- I can recognise how to use information technology responsibly.
- I can say how those rules/guides can help me

The children were given a refresher lesson on online safety, presented by the Year 6 digital warrior team.



The discussed different scenarios that they may come across whilst using IT and the internet, explaining what they should do and why.



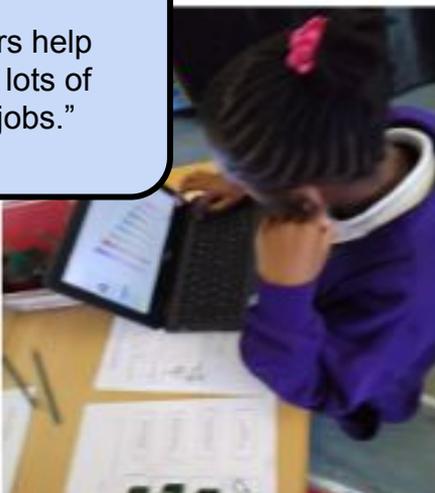
Children discussed how computers are used at home, in school, and in public spaces. They identified different roles technology plays in everyday life.

For children needing support, we used images and matching tasks to help link locations with how computers are used.

In our computer lesson, we used the computers to explore the many things we can do with technology. We learned how to change the font to create different styles of text, making our words look fun and unique. We also practiced typing and formatting text to improve our keyboard skills. Additionally, we explored how to use basic drawing tools to make simple shapes and designs, learning how to change colors and sizes. This helped us understand how technology can be used for both writing and creativity.

We used real-life examples to challenge confident learners to explain how different jobs rely on computers.

“Computers help people do lots of different jobs.”



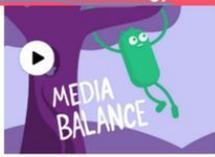
Year Group: Year 3 - Autumn 1
 Unit Title: Media Balance & Wellbeing

Children explored when it's important to have time away from devices. They discussed how tech can be distracting and helped create ideas for device-free moments at home.

07/10/20 LQ: How can I encourage others to take a break from technology?

DIGITAL CITIZENSHIP | GRADE 3

Device-Free Moments



common sense education

 Philip Bhol

Save Activity

Student Instructions

Year 3 - Media Balance & Wellbeing

LQ: How can I encourage others to take a break from technology?
 C - I can explain why it is important to have device free moments
 A - I can suggest some good times for device free moments
 E - I can write instructions for my family to have device free moments

- 1) -  Use your microphone to share your response to the starter question
- 2) -  Watch the video
- 3) -  Answer the questions on the Pause and Think template
- 4) -  Complete the rules for your family activity on the template
- 5) -  Upload your work

Using real-life examples helped children relate to the topic. The scenarios were really effective and we even shared some of our own. The group discussion made all pupils feel included.

Students will edit this template:



Teacher Notes (not visible to students)

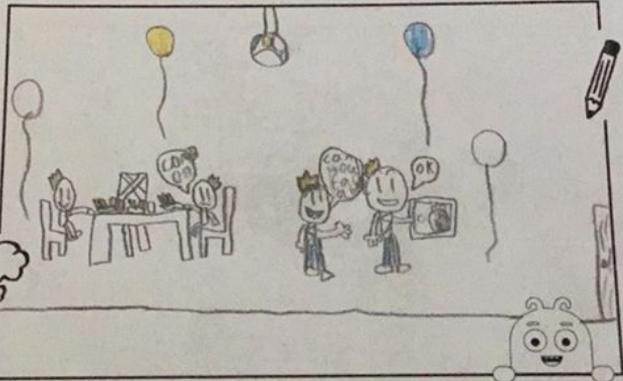
common sense education

Pause & Think Moments = Friday 7th October

NAME: zayd DATE: _____

What advice would you give a grown-up to not be distracted by devices? Draw about it.

This advice is for ipad



Explain the advice you would give and why.

It is not good to spend time on your ipad because you will mite not spend time with your famaly mite mont to play with your coson, but you spend time with your ipad

1

We used picture prompts and sentence starters to help children talk about how they feel when others are distracted by devices.

My family will have a device free time at the dinner table

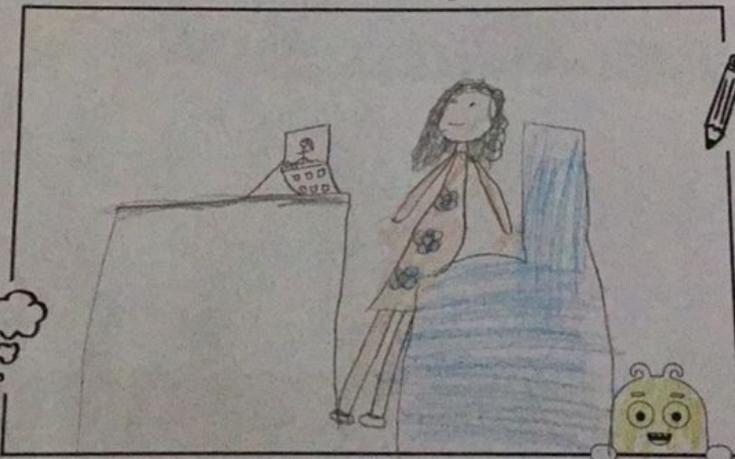
common sense education

Pause & Think Moments = 7/10/22

DATE: _____

What advice would you give a grown-up to not be distracted by devices? Draw about it.

This advice is for me & family



Explain the advice you would give and why.

Don't look at divise wen someon is ting to speak to you. it dvent make them feel like you love tem

We encouraged confident learners to suggest their own family device rules and justify their choices.



Year 3 LQ: How can we put a STOP to online meanness?

C - I can identify examples of online harmful and unkind behaviour (cyberbullying) online

A - I know what STOP stands for

E - I explain how I can put STOP into everyday life and become a better digital citizen and put a STOP to online meanness

Instructions: <https://shorts.flipgrid.com/watch/13834178887156140>

- 1) - Add Response Select add response
- 2) - Use the tool to respond to the prompt questions around what mean behaviour looks like
- 3) - Remember and practise S-T-O-P!
- 4) - Use the text tool to share your responses to the scenario (remember S-T-O-P)
- 5) - Draw and label what you should do if you encounter someone being mean online
- 6) - Upload your work

Further Challenge: Play Google Interland, Kind Kingdom: https://beinternetawesome.withgoogle.com/en_uk/interland

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online.

Explain what you should do if you experience someone being mean to you online.

tell some one from your family

Sienna's Post

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online. and Write a sentence explaining what you should do if you experience someone being mean to you online.

- ✓ Step away.
- ✓ Tell a trusted adult.
- ✓ QK sites first.
- ✓ Pause and think online.

I can use S-T-O-P if someone is unkind online.

We encouraged the learners to come up with actions for S-T-O-P and acted them out

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online.

Explain what you should do if you experience someone being mean to you online.

This is stop when I don.t like someones behaviour. Say no. To mean things.

Pearl's Post

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online. and Write a sentence explaining what you should do if you experience someone being mean to you online.

- ✓ Step away.
- ✓ Tell a trusted adult.
- ✓ QK sites first.
- ✓ Pause and think online.

We did a shared activity with a discussion around what we have seen online which has affected our feelings and completed the activity as a group

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online.

Explain what you should do if you experience someone being mean to you online.

I will tell my mum or my dad

Listen Listen

Pause & Think Moment
Draw a picture about what you should do if you experience someone being mean to you online. and Write a sentence explaining what you should do if you experience someone being mean to you online.

- ✓ Step away.
- ✓ Tell a trusted adult.
- ✓ QK sites first.
- ✓ Pause and think online.

We asked learners to role-play both sides of a scenario and explain how using "S-T-O-P" helps.

This child shows a good understanding of how to be kinder online and the advice that should be given according to the guidance taught in the lesson (STOP).

SEND students worked in pairs with higher ability children.

Directions

Read the scenario below and the that follow.

Jade's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her username and password. One day Jade goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

1. What do you think happened? I think ...

I think her friend Michael might've hacked her account because he's the only one who knows her pass.

2. How do you think Jade feels? Why? I think Jade feels ...

I think she's upset and confused on who would do this and why they did.

3. What advice would you give Jade to respond to this situation?
P.

I would make a new account and not tell anyone even if there my best friend. And try not to play on-line games.

I think Jade feels sad because she worked hard on her pony.

Giving children a context helps them to understand how it is relevant to their experiences online e.g Roblox, Minecraft etc.

Year 3 - Relationships & Communication

How can we identify who is our online community?

C - I can compare and contrast how I am connected to different people and places, in person and on the internet.

A - I can demonstrate an understanding of how people can connect on the internet.

E - I can discuss and share what our 'rings of responsibility' are when we go online.

Instructions::

- 1) Use the pencil icon to discuss what the internet is and how we use it
- 2) Read the introduction of the 'Rings of Responsibility'
- 3) Use the T tool to share who you could interact with within your community and the world.
- 4) Draw a picture explaining the difference between your community and the world.
- 5) Use the pencil icon to record a sentence explaining the difference between your community and the world.

Challenge - Browse ThinkUKnow:: <https://www.thinkuknow.org>

I am aware of my community and impact even when I'm online.

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UK YEAR 3 (AGE 7-8): WHO IS IN YOUR ONLINE COMMUNITY?
My Online Connections
NAME _____
DATE _____



Write down three people in your community and two people in your world, and describe how you could connect with them online.

My Community People in My Community: my dad and my mum and teachers	My World People in My World: some of my uncles and my aunties and grandmas and grandpas live in bangladesh
How Do We Connect Online? you can email or send a message on whatsapp or facetime somebody	How Do We Connect Online? voice message and write a letter to somebody

The rings visual helped children understand different connection levels. Linking to real experiences made it meaningful.

common sense education
UK YEAR 3 (AGE 7-8): WHO IS IN YOUR ONLINE COMMUNITY?
My Online Connections
NAME _____
DATE _____

Pause & Think Moment
Draw a picture explaining the difference between your community and the world.



Write a sentence explaining the difference between your community and the world.

me and idris are from the same country and the same school



common sense education
UK YEAR 3 (AGE 7-8): WHO IS IN YOUR ONLINE COMMUNITY?
My Online Connections
NAME _____
DATE _____



Write down three people in your community and two people in your world, and describe how you could connect with them online.

My Community People in My Community: My friends (Franca-Vera Blanche & Sophie.)	My World People in My World: My grandparents.
How Do We Connect Online? We are friends in Prodigy.	How Do We Connect Online? Face time.

We used physical sorting and guided questions to help children understand who is in their online community. Asking closed yes/no questions helped to distinguish who was and was not

common sense education
UK YEAR 3 (AGE 7-8): WHO IS IN YOUR ONLINE COMMUNITY?
My Online Connections
NAME _____
DATE _____

Pause & Think Moment
Draw a picture explaining the difference between your community and the world.



Write a sentence explaining the difference between your community and the world.

my mum is text raheem mum,

Learners were asked to compare online and offline relationships and reflect on how they stay safe in each.

My Community People in My Community: dady. mummy.	My World People in My World: nany. Cousins.
How Do We Connect Online? text message	How Do We Connect Online? facetime

Year Group: Year 3 -Spring 2
 Unit Title: News & Media Literacy

Children took on the role of detectives to learn why giving credit is important. They explored how to show respect by correctly crediting words, images, and ideas they use from the internet.



Year 3 - News & Media Literacy

How can you give credit for other people's work?

- C - I can explain how giving credit is a sign of respect for people's work
- A - I can learn how to give credit for content I use from the internet
- E - I can explain to my peers how to give credit when using a resource from the internet

Key Vocabulary: credit respect

Instructions:

- 1) Read the definitions for credit and respect and use the tool to say them out loud
- 2) Using the example, highlight where you can find the author, title and website on each resource
- 3) Use the tool to complete the Digital Citizens Report and provide credit
- 4) Self-Assess your work using the tool
- 5) Upload your work

Challenge: Watch the BBC Own it Video on 'Where are your photos going?' You could watch this with your parents and share ideas at home

I know giving credit shows respect for other people's work.

www.sports.olympicgames.com

Olympic Sports

By Layla Conrad | August 17, 2019

The Olympics happen every 2 years, alternating between the Summer and Winter games. Here is a video highlighting the different sports!

Author: Layla Conrad
 Title: Olympic Sports!
 Website: www.sports.olympicgames.com

How to give credit:

- ✓ Author
- ✓ Title
- ✓ Website

The detective role-play made the learning fun and memorable, and providing clear examples helped children understand how to give credit properly.

www.recyclingforall.org

Reduce, Reuse, Recycle

By Jay Gomez | July 14th, 2019

The 3 R's are meant to help us cut down the amount of garbage we throw away.

Whenever you see this symbol, remember that you can recycle it instead of throwing it in the trash! This helps the environment.

How to give credit:

- ✓ Author
- ✓ Title
- ✓ Website

Author: Jay Gomez
 Title: Reduce, reuse, recycle.
 Website: www.recyclingforall.org

Resource 1: www.thedigitalcitizens.org

A New Band Coming Together

On August 12th, 2019, the Digital Citizens had their very first concert! They are a band of 6 members, and love to perform all around the world.

Resource 2: www.thedigitalcitizens.com

New Song Release

There's a popular song sweeping the nation this month! It's called We the Digital Citizens. The song features a diverse team of 6 members, and people are singing it all over town!

Resource 3: www.newbesttoday.com

Introducing Feet

Feet is the newest member of the Digital Citizens and plays the drums. Feet's birthday is December 12th. Feet loves going online to learn about new things and learn to new music! Feet's new favorite song is "Sweeping Nation"!

The Digital Citizens Report

The Digital Citizens Report

Directions: Complete the following research report based on the three sites you visited. Don't forget to give credit for the information you used!

Picture:

When is Feet's birthday?

What is the band's newest song?

When was their first concert?

How many band members are in the group?

Jack's

www.sports.olympicgames.com

Olympic Sports

By Layla Conrad | August 17, 2019

The Olympics happen every 2 years, alternating between the Summer and Winter games. Here is a video highlighting the different sports!

Author: Layla Conrad
 Title: Olympic Sports!
 Website: www.sports.olympicgames.com

Learners worked with simplified examples and sentence starters to practise writing credit lines for images and text, supported by teacher guidance.

www.recyclingforall.org

Reduce, Reuse, Recycle

By Jay Gomez | July 14th, 2019

The 3 R's are meant to help us cut down the amount of garbage we throw away.

Whenever you see this symbol, remember that you can recycle it instead of throwing it in the trash! This helps the environment.

How to give credit:

- ✓ Author
- ✓ Title
- ✓ Website

Author:
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The Digital Citizens Report

Directions: Complete the following research report based on the three sites you visited. Don't forget to give credit for the information you used!

Picture:

When is Feet's birthday?

What is the band's newest song?

When was their first concert?

How many band members are in the group?

Yakh

We explored examples of online content, identifying where credit was given

Year Group: Year 3 - Summer 1

Unit Title: Privacy & Security - Protect our Privacy

Children helped a Digital Citizen sign up for a new app, learning which information should be kept private online—just like with strangers in real life.

we had a go creating our own secure passwords.

Directions **LIVANA**
Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase. Think of a quote or group of words that will be easy to remember.	Example: There's no way I'm kissing a frog.
2. Write down just the first letter of each word in the phrase.	M E F I C I S
3. Capitalize some of the letters.	M E F I C I S
4. Add one or two memorable numbers.	m 3 9 4 6 8
5. Memorize it. Repeat your new password in your head so it sticks.	

Directions **Kianuute**
Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase. Think of a quote or group of words that will be easy to remember.	Example: There's no way I'm kissing a frog.
2. Write down just the first letter of each word in the phrase.	I S T G 10 M
3. Capitalize some of the letters.	I S T G 10 M
4. Add one or two memorable numbers.	I S T G 10 M
5. Memorize it. Repeat your new password in your head so it sticks.	

Directions **nyla**
Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase. Think of a quote or group of words that will be easy to remember.	Example: There's no way I'm kissing a frog. M b F
2. Write down just the first letter of each word in the phrase	M b F

we had a go creating our own secure passwords.

Directions **LIVANA**
Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase. Think of a quote or group of words that will be easy to remember.	Example: There's no way I'm kissing a frog.
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3. Capitalize some of the letters.	I S T G 10 M
4. Add one or two memorable numbers.	I S T G 10 M
5. Memorize it. Repeat your new password in your head so it sticks.	

Directions **nyla**
Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase. Think of a quote or group of words that will be easy to remember.	Example: There's no way I'm kissing a frog.
2. Write down just the first letter of each word in the phrase	M b F

Where I live, my full name and date of birth are private information

Using a relatable app sign-up scenario helped children understand privacy. Sorting activities and guided talk supported their ability to recognise private information.

Learners used sorting activities with example information cards to decide what is private, supported by discussion and teacher prompts.

learners explained why certain information is private and practised saying "no" to sharing it online in different scenarios.

Scenario 4 **Janaa, Ryan**
Feet's cousin uses the computer at the library to go on social media. IF he forgets to log out of his account, THEN what could happen?

Someone could log on the account and see the profile privacy and waste all of his money.

Scenario 3 **Jacob Livana**
Legs goes over to their friend Asia's house to play an online video game. After Legs leaves, their gaming profile is still saved. Asia's little brother, Ben, turns on the game and sees it. IF Ben figured out Legs' password, THEN what could happen?

Maybe he would steal Legs money on the game. or Address and how old he was

Scenario 1 **Berry and amari**
Arms forgets their phone on the bus. IF someone found it and figured out their password to unlock it, THEN what could happen?

he could get hacked he might get robbed someone could go on his bank

Year Group: Year 3 - Summer 2

Unit Title: Digital Footprint & Identify

Children learned that everything they share online leaves a digital footprint or "trail." They compared different types of trails and decided what information is safe to share.

UK LESSON PLAN

Digital Trails (UK)

What information is OK to have in your digital footprint?



Does what you do online always stay online? Learners understand that the information they share online leaves a digital footprint or "trail". Depending on how they manage it, this trail can be big or small and harmful or helpful.

Learners compare different trails and think critically about what kinds of information they want to leave behind.

OBJECTIVES

- Learn that the information they share online leaves a digital footprint or "trail".
- Explore what information is OK to be shared online.

VOCABULARY Show definitions

digital footprint · permanent · private information · trail

AGE

7-8

TIME

40 mins.

LESSON SLIDES



TOPICS

Digital Footprint & Identity

I understand that what I share online can stay there forever

learners analysed examples of digital footprints and discussed how sharing choices can have positive or negative effects.

- ### SongTube Sign-Up!
- Draw an X through the sections that ask for private information.
 - Complete the rest of the form.

Sign up for SongTube! Fill out this form to start making music!

Full Name:

What kind of music do you like?
 Pop Country Hip Hop
 Rock Jazz Other

First: Last:

Nickname:

Birthdate:

Home Address:

School Name:

What is your favorite song?:

Do you play an instrument? If yes, what do you play?:

Upload Your Picture!:

Parent / Caregiver Phone Number: - -

We sorted example information into "safe to share" and "private" categories, supported by group discussion and teacher questions.

Sign up for SongTube! Fill out this form to start making music!

Full Name:

What kind of music do you like?
 Pop Country Hip Hop
 Rock Jazz Other

First: Last:

Nickname:

Home Address:

Birthdate:

School Name:

What is your favorite song?:

Do you play an instrument? If yes, what do you play?:

Upload Your Picture!:

Parent / Caregiver Phone Number:

Digital Citizenship - Private and Personal Information

Imagine that we had a new student in class today, and you were getting to know him/her.

What is one piece of personal information you would share with him/her? Why?	What is one piece of private information you wouldn't share with him/her? Why?
<input type="text" value="your name"/>	<input type="text" value="address"/>
<input type="text" value="so we know what your name is"/>	<input type="text" value="they can see who you are"/>

Using relatable examples helped children grasp the idea of a digital footprint. Sorting activities and group talk supported critical thinking about online sharing.



Year Group: Year 3 - Computing Systems & networks

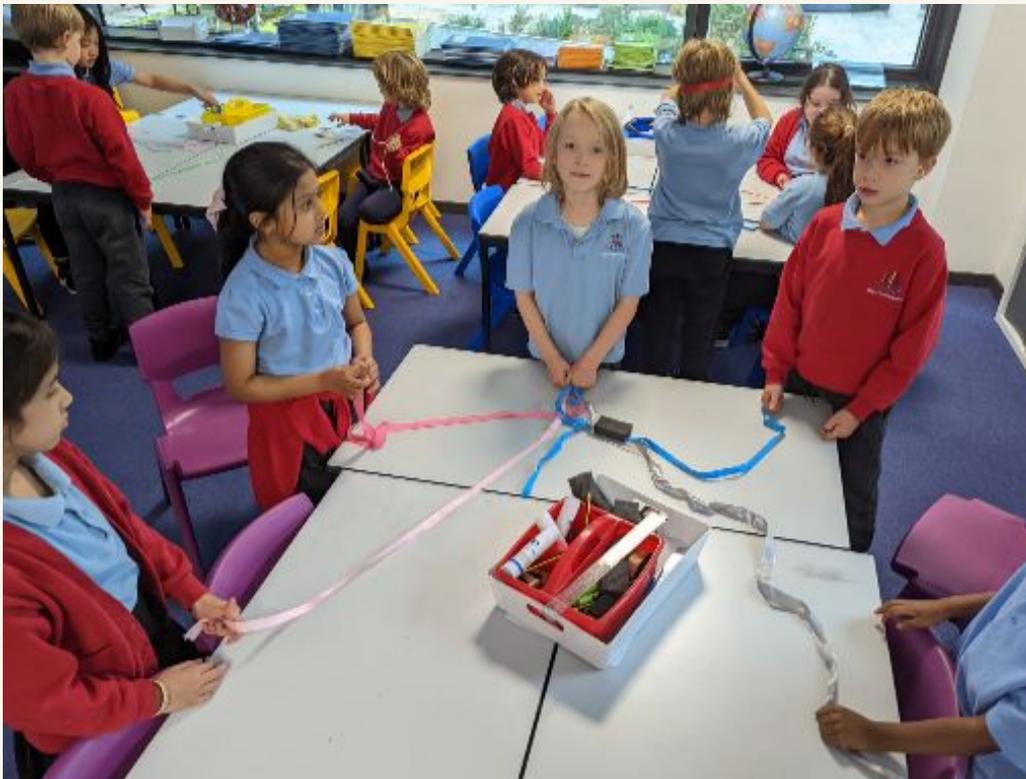
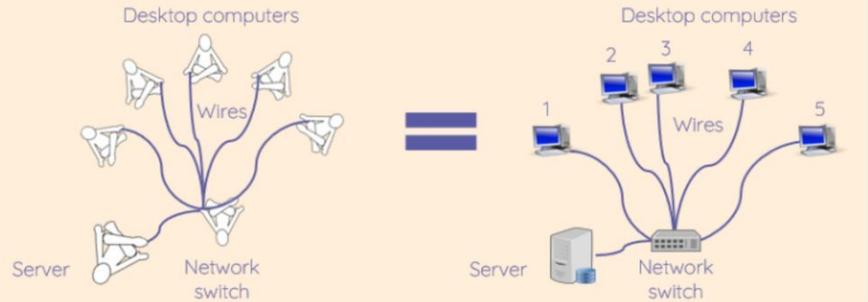
Unit Title: Connecting Computers

Description: Children learn about how computers are connected together within the school. They learnt about the server, network switch, wires a wireless access point and the individual desktop or chrome devices

LQ: How can I explore how digital devices can be connected?

We recreated a computer network, using ribbon. We then passed messages to each other, making sure the messages travelled to the switch first.

Adding a server



learners were encouraged to explain how each part of the network works together and to draw their own labelled network diagrams.

I know how our computers connect to each other in the school

We went on a walk around the school and spotted the physical parts of the network - Using real-life school examples helped make the network structure clear. Practical activities supported understanding of new technical vocabulary.



Learners used a hands-on matching activity to connect network components with their functions, supported by simplified definitions and peer discussion.

Year Group: Year 4 - Autumn 1

Unit Title: Media Balance & wellbeing - Rings of responsibility

Children learned about the "Rings of Responsibility" to understand how their actions affect themselves, their communities, and the wider world—both online and offline.



Year 4 - Media Balance & Wellbeing

Year 4 - Media Balance & Wellbeing

LQ: How can I identify my rings of responsibility? (Digital Citizenship)

C - I can explain what a digital citizen is

A - I can explain what the ripple effect is

E - I can identify what is my own, my communities and my world's responsibility

**Tap the play button to watch the video, "Your Rings of Responsibility" first!

1) - Push the Add Response button

2) - Click the icon to access the attached template.

3) - Drag and drop the T with statements, initially located at the bottom into each of the categories: "Yourself", "Your Community", and "Your World."

For example, the statement, "I ask a trusted adult before sharing private information online" would go into "Yourself" because you are being responsible for YOU and this action benefits YOU!

If you have time, you can make your own T statements and add them too!

4) Upload your work and you're finished!



I have responsibilities online and in real life that can affect other people.

The rings model helped children visualise the impact of their actions. Group tasks encouraged thoughtful conversation about responsibility beyond themselves.

We completed the activity as a shared group, discussing the scenario, talking about examples we had encountered before voting for what we thought was our level of responsibility

Learners presented how online actions can create ripple effects and gave real-life examples of responsible digital behaviour that helps others.

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GRADE 3: YOUR RINGS OF RESPONSIBILITY

My Rings Of Responsibility

NAME
10.9.24
DATE

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GRADE 3: YOUR RINGS OF RESPONSIBILITY

My Rings Of Responsibility

NAME
Caleb B
DATE
10.9.2024

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GRADE 3: YOUR RINGS OF RESPONSIBILITY

My Rings Of Responsibility

NAME
Anaya Nayab
DATE

Directions

First, choose three colors and use them to color in the key. Then, use the key colors to color in the correct ring(s) for each statement.



1. I make careful choices about the media I use.

2. I never call people mean names, online or in-person.

3. I don't share photos, videos, or information about other people unless I have their permission.

4. I know that not everything I see online is true.

5. I don't copy or share someone else's work and say that I created it.

6. I ask an adult I trust before sharing private information online.



MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.

Children explored how online words can affect others and how different people may interpret messages differently. They learned how to respond to online unkindness using the S-T-O-P strategy and practised identifying respectful communication.

Year 4 - Cyberbullying

LQ: How can I understand the power of words?
 C - I can understand that it is important to think about the impact of words especially when online (interpretation)
 A - I can identify ways to respond to mean words online, using S-T-O-P
 E - I can think about what statements are okay to say online, and which are not

Instructions: <https://shorts.flipgrid.com/watch/13831648689521498>

- 1) **Add Response** Select add response
- 2) **Follow** the link play the E-Volve Game for 5 minutes
- 3) **Follow** the link and watch the Common Sense Media video 'The Power of Words'
- 4) **T +** Use the text and microphone tools to answer the questions around the scenario
- 5) **Follow** the link to play the ThinkUKnow game 'Band Runner' (My highscore is 6'000)
- 6) **Make** sure you upload your work

3rd Grade: Digital Citizenship
 4 teachers like this
 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

I've learned to stop and think before I post something online. - If I wouldn't like someone posting it of me I should not post it of them

The learning experience recapped what children had learnt from year 3. Using relatable scenarios supported empathy and reflection. The S-T-O-P strategy gave children a clear and calm way to respond to unkindness online.

STOP Online Meanness

NAME _____
 DATE _____

Directions
 Read the scenario below and then work with a partner to answer the questions that follow.

Jade's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her username and password. One day Jade goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

1. What do you think happened? *I think ...*
 I think what happened is that Jade took everything away.
2. How do you think Jade feels? Why? *I think Jade feels ...*
 I think Jade will feel happy and miserable.
3. What advice would you give Jade to respond to this situation? Remember S-T-O-P.
 I would tell her to say exactly what she did face to face.

STOP Online Meanness

NAME _____
 DATE _____

Directions
 Read the scenario below and then work with a partner to answer the questions that follow.

Jade's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her username and password. One day Jade goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

1. What do you think happened? *I think ...*
 I think that michael logged in with her username and password and messed it up and took something away.
2. How do you think Jade feels? Why? *I think Jade feels ...*
 I think she might feel really sad because she might of took a lot of her time to make it really nice and pretty and the thing he stole was really important to her.
3. What advice would you give Jade to respond to this situation? Remember S-T-O-P.
 Step away Tell a trusted adult Okay sites first Pause and think online.

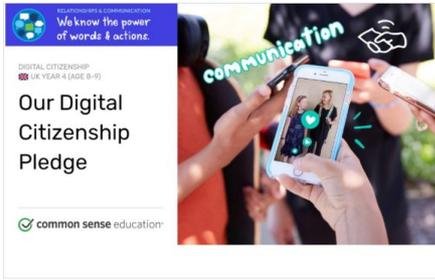
Learners used guided role-play and emoji prompts to match emotions with different online messages, helping them recognise when words can hurt.

We considered how tone and language can be misunderstood online and created their own examples of how to respond with empathy.

Year Group: Year 4 - Spring 1

Unit Title: Relationships & Communication

Children explored what makes a strong, respectful community—both online and offline. They created shared norms and made a pledge to be positive, responsible members of their digital communities.



Philip Bhol

Save Activity

common sense education

UK YEAR 4 (AGE 8-9): OUR DIGITAL CITIZENSHIP PLEDGE

NAME

Group Pledge

DATE

Directions

As a group, come up with one norm for how you should act toward others when you're online. Once you agree on a norm, write it on the handout and pledge to follow it by signing your name.

Our pledge for when we're online (circle one):

When we **share** **respond** **work** **play** with others...

When we play we should play appropriate games.

Students will edit this template:

Year 4: Relationships & Communication

Grades: Year 4, Year 5, Year 6

Subjects: Digital Citizenship

Standards:

Student Instructions

LQ: How can we pledge to build a better online community?

C - I can define what a community is, both in person and online.

A - I can explain how having norms helps people in a community achieve their goals.

E - I can create and pledge to adhere to shared norms for being in an online community.

common sense education

UK YEAR 4 (AGE 8-9): OUR DIGITAL CITIZENSHIP PLEDGE

Group Pledge

Directions

As a group, come up with one norm for how you should act toward others when you're online. Once you agree on a norm, write it on the handout and pledge to follow it by signing your name.

Our pledge for when we're online (circle one):

When we **share** **respond** **work** **play** with others...

We say nice things and if we don't have anything nice to say we keep it inside.

Juno+Agatha

NAME

10th June

DATE

Creating shared norms helped children take ownership of their behaviour online. Group work supported collaborative thinking and respectful discussion.

We made a pledge to help our online community be kind and safe

We reflected on the impact of positive and negative behaviours in online communities and suggested their own norms to support kindness and respect.

We should not respond to cyberbullies actions instead we should block them.

When we share devices, let everyone have a turn and make sure everyone is happy!

While we work we don't disrupt each other. And if we are having a conversation we whisper!

When we play with others we don't cyber bully people and we don't

When we **share** **respond** **work** **play** with others...

When we share we should only share appropriate content and no personal information.

Children went around the school and shared their pledge, adding their ideas to the centralised display to share their voice

Year Group: Year 4 - Spring 2

Unit Title: News & Media Literacy - Is Seeing Believing

Children learned that digital photos and videos can be altered and that it's not always easy to tell what's real. They explored reasons why people might edit images, such as advertising or persuasion.

We are critical thinkers & creators

DIGITAL CITIZENSHIP | GRADE 2

Is Seeing Believing?

common sense education

Philip Bhol

Save Activity

Year 4: News & Media Literacy

Year Groups: Year 5, Year 6, Year 4
Subjects: Digital Citizenship
Standards:

Instructions for Pupils

How and why do people alter digital photos and videos? Recognize that photos and videos can be altered digitally. Identify different reasons why someone might alter a photo or video. Analyze altered photos and videos to try to determine why.

Key Vocabulary: advertising · alter · persuade · photo retouching

Work with your group to analyze the photograph on this page. Then answer the questions below.



- How was this photo altered?
 They added a dinosaur into the picture.
- Why do you think it was altered? What was the person who altered it trying to accomplish?
 They changed it so that it would look funny and cool.

Not everything we see online is real—some pictures are changed to make us believe something.

OBSERVE + ANALYZE IMAGE

What was altered in these photos?
 They have added the space ship.

Why do you think they were altered?
 so that people think they are really cool and they have seen this.

common sense education

Directions
 Work with your group to analyze the photograph on this page. Then answer the questions below.

Analysing real examples made the learning feel relevant and eye-opening. Discussions encouraged critical thinking about online content.

Directions
 Work with your group to analyze the photograph on this page. Then answer the questions below.

- What was altered in the second version of the photo?
 They took away her wrinkles made her hair bigger and added highlights.
- Why do you think it was altered? What was the person who altered it trying to accomplish?
 I think they altered so she would look prettier and they did it so that they get more buyers.

Word Bank

intellectual property: The ownership of something you create, giving you a right to use it.

copyright ©: Legal protection that creators have over the things they create.

license: A clear way to define the type of copyright a creative work has so that others know how they can use it.

attribute: To give credit to the person who created something, such as listing the author's name and date, or a citation.

plagiarism: Using someone's creative work without providing attribution.

- What was altered in the second version of the photo?
Words were added all around the picture, and the woman was made to look younger.
- Why do you think it was altered? What was the person who altered it trying to accomplish?
It must have been a magazine cover.

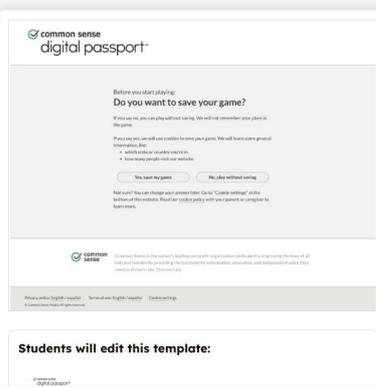
We explored altering our own images. In addition, we created a list of how to recognise misinformation and altered photos and videos online

We focussed on the before-and-after image sets and used simple question prompts to explore what had changed and why, supported by small-group discussion.

Fill-in-the-Blank

Charlie takes a cool photo of a parade in his town. This photo is now his **intellectual property**. He posts it on his photo site but does not indicate what type of **licence** it has. So people have to assume it has a regular **copyright ©**. A few days later, he sees his exact photo on the local pizza restaurant's website! They didn't **attribute** the photo to him. And they certainly didn't ask for his permission to use it, which is **plagiarism**.

DATE



Year 4: Privacy & Security

Grades: Year 4
Subjects: Digital Citizenship
Standards:

Student Instructions

LQ: How can a strong password help protect my privacy?
C - I can define the term "password" and describe a password's purpose.
A - I can understand why a strong password is important.
E - I can practice creating a memorable and strong password.

Key Vocabulary: password · phrase · symbol · username

Directions

Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase . Think of a quote or group of words that will be easy to remember.	Example: <i>There's no way I'm kissing a frog.</i>
2. Write down just the first letter of each word in the phrase.	Twikaf
3. Capitalize some of the letters.	twikaf.
4. Add one or two memorable numbers .	Twikaf13
5. Memorize it. Repeat your new password in your head so it sticks.	Twikaf13

Your Turn

1. Start with a phrase . Think of a quote or group of words that will be easy to remember.	I never disbelive God
2. Write down just the first letter of each word in the phrase.	Indg
3. Capitalize some of the letters.	IndG
4. Add one or two memorable numbers .	IndG12
5. Memorize it. Repeat your new password in your head so it sticks.	IndG12



GRADE 3: PASSWORD POWER-UP

Power Up Your Password

Using a passphrase helps me to remember my password but makes it really hard for hackers

Password Tips to Remember

- Start with a memorable **phrase**.
- Only your **family** should know your password.
- Never use any **personal** identity information in your password.
- Create passwords with at least **8-10** characters.
- Use letters, numbers, and **symbols** in your password.

Directions

Follow the steps to create your own strong password.

Practice Round

1. Start with a phrase . Think of a quote or group of words that will be easy to remember.	Example: <i>There's no way I'm kissing a frog.</i>
2. Write down just the first letter of each word in the phrase.	tnwikaf
3. Capitalize some of the letters.	TnwIKAf
4. Add one or two memorable numbers .	TnwIKAf23
5. Memorize it. Repeat your new password in your head so it sticks.	TnwIKAf23

Your Turn

1. Start with a phrase . Think of a quote or group of words that will be easy to remember.	bakugan will rule the world
2. Write down just the first letter of each word in the phrase.	bwrtw
3. Capitalize some of the letters.	BwRTw
4. Add one or two memorable numbers .	BwRTw06
5. Memorize it. Repeat your new password in your head so it sticks.	BwRTw06

Linking password creation to personal interests helped children remember them. Step-by-step support ensured all pupils succeeded in building secure examples.

We looked a variety of different passwords and compared them to each other, talking about which we thought was the most secure and why

Password Tips to Remember

- Start with a memorable **phrase**.
- Only your **parents** should know your password.
- Never use any **personal** identity information in your password.
- Create passwords with at least **8** characters.
- Use letters, numbers, and **symbols** in your password.

All learners experimented with turning phrases or favourite lines into strong passwords, explaining how their choices increased security. We even explored taking 5 turns to guess/crack each others passwords to see if they had used information we knew about them which made the password more risky!



LQ: How can I consider what assumptions people make online?

C - I can consider how posting content about myself will lead to others making assumptions
A - I can reflect on the most important parts of my unique identity
E - I can identify the best or safest things to post online to reflect who I am



Save Activity

Year 4 - My Digital Footprint & Identity

Grades: Year 6, Year 5, Year 4
Subjects: Digital Citizenship
Standards:

Student Instructions

LQ: How can I consider what assumptions people make online?
C - I can consider how posting content about myself will lead to others making assumptions
A - I can reflect on the most important parts of my unique identity
E - I can identify the best or safest things to post online to reflect who I am

We used sentence starters to help people to draw key facts about their beliefs, values & hobbies etc. to help them complete the activity



What I post online shows people who I am. They can also make assumptions even if they do not know me

Part 1: Directions

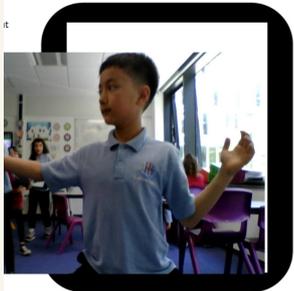
Pretend you are going to take a selfie to post to a public website for an hour. What would you be doing? What would you look like? Draw (or write) as much detail as possible.

Part 2: Directions

Answer the brainstorm question. Then redo your selfie, so it shows the most important details about your identity.

- 1. **Brainstorm:** What are the most important things that make you YOU? Is it where you live? Your personality? Where your family is from? Write as many details about your identity as possible.

I love my dog and my family. I love practicing fencing every day.



Part 2: Directions

Answer the brainstorm question. Then redo your selfie, so it shows the most important details about your identity.

- 1. **Brainstorm:** What are the most important things that make you YOU? Is it where you live? Your personality? Where your family is from? Write as many details about your identity as possible.

i like apples i like the color pink my favrit conth re is



We discussed the idea of sharing content to represent your values and personality. In addition, the risks related to this and revisited our learning about personal and private information

We discussed how online posts can lead to assumptions and what assumptions we had seen online



Part 2: Directions

Answer the brainstorm question. Then redo your selfie, so it shows the most important details about your identity.

- 1. **Brainstorm:** What are the most important things that make you YOU? Is it where you live? Your personality? Where your family is from? Write as many details about your identity as possible.

I'm silly, funny, kind and like food and cats. I also love my family.

Year Group: Year 4 - Autumn 1

Unit Title: Computing Systems & Networks - The Internet

Description: Building on the Year 3 knowledge of how computers are connected within the school. We look at how we are connected throughout the world to information using the WWW. Children are introduced conceptually to, 'the internet', defining how the internet works and exploring trace routes



Evidence of Progress Questions Year 4-DL-Computing Systems & Networks-The Internet

Key questions	What I think	What I know
1. What is the internet?	I think that it helps you access stuff.	The internet is a world wide web for people to share and access information.
2. Which of these is true? <ul style="list-style-type: none"> The World Wide Web is part of the internet. The World Wide Web is the same as the internet. The internet is part of the World Wide Web. 	The internet is part of the world wide web.	<p>Explain.</p> <p>While they are closely linked, they are very different things. The Internet is a global network of computers all connected together. The world wide web ('www' or 'web' for short) is a collection of webpages found on this global network of computers. Your web browser uses the internet to access the world wide web.</p>
3. A device needs to have _____ in order to access the World Wide Web. a. a router b. a search engine c. a web browser	A device needs to have a web browser in order to access the world wide web.	<p>A router provides internet for devices.</p> <p>A search engine is used through web browsers.</p>
4. What are the advantages and disadvantages of anyone being able to add content to the web?	<p>Advantages:</p> <ul style="list-style-type: none"> You can share with friends and family. You can access the content anywhere in the world. <p>Disadvantages:</p> <ul style="list-style-type: none"> You have to be able to access the internet People can steal your contents 	<p>Add</p> <p>The internet can be dangerous to add your private or personal content</p> <p>It can make you famous</p>

Lesson 2 - Q: How content can be added and accessed on the World Wide Web:

C - I can create media which can be found on websites

A - I can recognise that the content of the WWW is created by people

E - I can recognise that I can add content to the WWW

I know that the internet connects computers all over the world

Albie - With support

Adding your own content to the web

Introduction

Many websites allow you to add content to the World Wide Web. Examples include:

- Blogs
- Wikis
- Social media sites

What are the advantages and disadvantages of this? Discuss with a partner and write down your ideas in the table below.

Advantages	Disadvantages
You can keep in touch with people you know. To help look up things <u>your interested in</u> .	Not all web site are safe

Adding your own content

Introduction

Many websites allow you to add content to the World Wide Web. Examples include:

- Blogs
- Wikis
- Social media sites

What are the advantages and disadvantages of this? Discuss with a partner and write down your ideas in the table below.

Advantages	Disadvantages
You can learn to compute, and draw on the computer. You can give good comments.	You can lead bad comments.

Physical activities and real-world examples supported children in understanding abstract concepts. Building on Year 3 knowledge helped reinforce learning progression.

Learners used practical, hands-on activities such as string-and-label network simulations to visualise how data moves between devices and servers.

Adding your own content to the web

Introduction

Many websites allow you to add content to the World Wide Web. Examples include:

- Blogs
- Wikis
- Social media sites

What are the advantages and disadvantages of this? Discuss with a partner and write down your ideas in the table below.

Advantages	Disadvantages
An advantage is that it might be fun to add stuff on the internet.	A disadvantage is that if someone adds something on the internet you might think it is correct but it might not be correct.

A We challenged learners to explain how information travels across the internet and to map out a simplified traceroute showing connections between devices.

Year Group: Year 5 - Autumn 1

Unit Title: Media Balance & Wellbeing

Children explored what makes a healthy media choice using the "What? When? How Much?" framework. They evaluated their own media habits and considered how different types of media affect their well-being.



Year 5 - Media Balance & Wellbeing

LQ: How can I find my Media Balance?

C - I can describe what a media balance is

A - I can suggest a positive media balance for myself to support my media balance

E - I can reflect on why a positive media balance can help me

Watch this for Instructions: <https://shorts.flipgrid.com/watch/13514487219356227>

- 1) Tap to begin this activity.
- 2) Use to add your media and non-media examples to each box
- 3) Watch the
- 4) Capture your response to the 'reflecting on my media' questions
- 5) Use the and tool to create your own Media Plan
- 6) Use to describe your choices in more detail...
- 7) Tap to post to your journal.
- 8) Follow the to play the game

Learners reflected on their media habits and used the framework to develop a personal definition of healthy media balance.

Reflecting on My Media

26.09.22

DATE

Directions:

Review all the media choices from your My Media Choice Tracker. Use what you wrote to answer the five questions below.

1. What was the **most healthy** media choice you made last week? Copy the *What? When? How Much?* for that choice below.

The most healthy media choice I made last week was taking a break from my devices and doing some reading and drawing.

2. Why was that your **most healthy** media choice?

This was my most healthy media choice because I could have stayed on my devices and gotten tired the next day.

3. What was the **least healthy** media choice you made last week? Copy the *What? When? How Much?* for that choice below.

The least healthy media choice I made last week was when I played games on my MacBook when I wasn't supposed to.

4. Why was that your **least healthy** media choice?

It was my least healthy media choice because I could have done something productive instead of playing games.

Learners sorted example media scenarios into healthy and unhealthy choices, using emoji-based reflections to connect media use with emotions.

The structured framework supported clear thinking around balance. Emotion-based reflections helped personalise learning and build self-awareness. This also makes a great family activity!

I will go offline to the park or an outdoor space to balance my media use

My Media Plan

DATE

Directions

Think about which media and non-media choices help you feel healthy and balanced. Then, use the chart below to plan out your perfect day. For each choice, fill out the "What?," "When?," and "How Much?" columns. You can include more than one activity in each row – just draw in the lines yourself!

	What? (description of the activity)	When? (time of day or activity that happens at the same time)	How Much? (number of minutes or hours)
Morning	Reading	At 10:00	30 minutes
Day	Go to the park or an outdoor space.	Also running at the same time.	1 hour
Afternoon/ Evening	Watch something	Also spending some family time.	40 minutes
Night	Do some reading and switch of the lights	Sleeping	12 hours

Year Group: Year 5 - Autumn 2

Unit Title: Cyberbullying, Digital Drama & Hate Speech

Children learned what cyberbullying is and how to take positive action when they see it online. They explored the role of an upstander and created superhero comic strips to show how digital citizens can help others.

Directions: Part 1

Work with your partner to review the scenarios below. Then, write what a super digital citizen, or SDC, would do to be an upstander.

1. Oh, no! Someone spreads rumors about somebody else online. What would an SDC do?

An SDC would block the person who was spreading the rumors.

2. Are you kidding? While playing a game, one player is writing insulting things to another player. What would an SDC do?

An SDC would report the person who was wrighting the insulting comments to another player as bullying so theat the message will be taken down.

3. Unbelievable! Someone forwards a message that was meant to be private to someone else. What would an SDC do?

An SDC would delete the message and send supportive comments to the person who said that the message was personal.



Year 5 - Cyberbullying

LQ: How can I create a super digital citizen?

- C - I can explain what being a super digital citizen is using the term, 'upstander'
- A - I can explain how a digital super citizen would behave in different scenarios
- E - I can design, create and share my own super digital citizen

Instructions: <https://shorts.flipgrid.com/watch/13833096458666586>

- 1) Select add response
- 2) Follow the link to watch the video
- 3) Use th microphone tool to respond your answers to the scenario and questions
- 4) Use the tool to design your own Superhero!
- 5) Use the tools to create your own Comic Strip
- 6) Upload your work

Want a challenge? Follow the to complete a quiz: <https://www.bbc.com/ownit/its-personal/wait-is-that-mean?collection=bullying-and-trolling>

Loved creating your own Superhero? Create your own super digital citizen on the Marvel website: <https://spiderman.marvelhq.com/games/create-your-own-web-warrior>

DESIGN YOUR OWN SUPER DIGITAL CITIZEN:

Step 1: Special Powers

What's your superhero's name?

Our superhero is called Flo Flo

What special abilities or qualities does your superhero have that helps her or him be an upstander?

They have star power that helps understand when people feel down. They help prevent cyberbullying, and can read minds and teleport.

How do these special powers help your superhero?

These superpowers help our super hero, as they can know what situation people are in and people can understand her. She feels impotant.

Step 2: Background Story

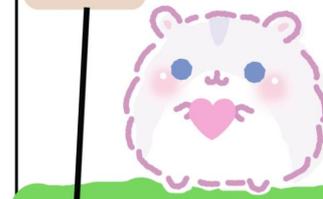
Every superhero has to have a background story. Where does your superhero come from? How did he or she become a superhero?

our super heros background is this. When Flo Flo was younger, she got cyber bullied and decided that it was not right the way children were treated. People saw her kindness and started calling her a dital superhero. She helped people.

Why does he or she care about being an upstander?

She cares about being an upstander, as she does not like seeing people upset or worried. She thinks everybody has a right to not be cyberbullied.

I help people



I created my own super digital citizen who blocks the person spreading rumours

DESIGN YOUR OWN SUPER DIGITAL CITIZEN:

Step 1: Special Powers

What's your superhero's name?

kind guy

What special abilities or qualities does your superhero have that helps her or him be an upstander?

How do these special powers help your superhero?

He helps people be kind online.

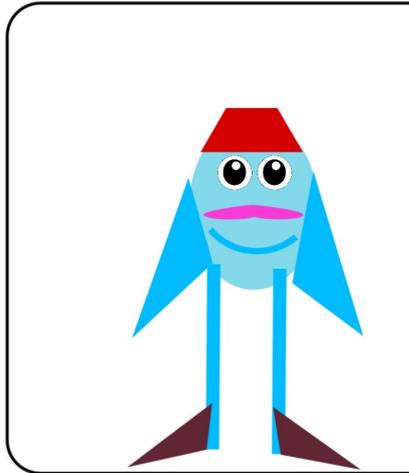
Step 2: Background Story

Every superhero has to have a background story. Where does your superhero come from? How did he or she become a superhero?

He came across a crystal witch made him kind.

Why does he or she care about being an upstander?

So the world is a happy place.



Creating superhero comics made the concept engaging and accessible. Scenario-based discussions helped build empathy and confidence in taking action online. - We used this as a display in the school

Learners used comic strip templates with guided prompts and vocabulary banks to help them illustrate simple upstander actions clearly.

DESIGN YOUR OWN SUPER DIGITAL CITIZEN:

Step 1: Special Powers

What's your superhero's name?

Blob

What special abilities or qualities does your superhero have that helps her or him be an upstander?

He is kind happy calm can sniff out if your lying and can fly.

How do these special powers help your superhero?

He can solve stuff easily.

Step 2: Background Story

Every superhero has to have a background story. Where does your superhero come from? How did he or she become a superhero?

He was bullied himself and one day he fell down a whole wich gave him super powers

Why does he or she care about being an upstander?

He cares because he knows how they feel.



BI O B

Learners analysed different online scenarios and explained how an upstander could respond in each situation using empathy and problem-solving.

Year Group: Year 5 - Spring 1

Unit Title: Relationships & Communication

Children explored the role of social interaction in online games. They identified the positives and risks, and created video game covers with tips for keeping gaming fun, friendly, and respectful.

common sense education
 UK YEAR 5 (AGE 9-10) KEEPING GAMES FUN & FRIENDLY
Video Game Cover Project

Directions
 You will now have a chance to come up with your own video game! It can be based on games you already know or it can be totally made up. Use this handout to brainstorm ideas and create a rough draft to get the ball rolling.

Your cover must include:

- A video game title in big letters.
- An image of the main character.
- A paragraph (on the back) that explains the rules for positive social interactions in the game and why people should follow them.

Who is the main character in your video game (person, animal, object, etc.)?

Describe as many details as you can about the main character.

What is the setting for your video game? Include as many details as possible.

How will people communicate in the game?

What is the title of your video game?

Philip Bhol

Year 5: Relationships & Communication

Year Groups: Year 4, Year 5, Year 6

Subjects: Digital Citizenship

Standards:

Instructions for Pupils

LQ: How can I help myself and others playing online games?
 C - I can define "social interaction" and explain why it is important.
 A - I can describe the positives and negatives of playing online games.
 E - I can create an online video game cover that promotes positive social interaction.

I can help make games fun by being kind and respectful online.

DETECTIVE EXPLORERS

RULES

1. IF YOU SEE ANYTHING INAPPROPRIATE BLOCK THE USER AND REPORT
2. IF YOU HAVE ANY PROBLEMS ASK A TRUSTED ADULT
3. THIS GAME IS ONLY TO BE USED BY CHILDREN AGED 8+

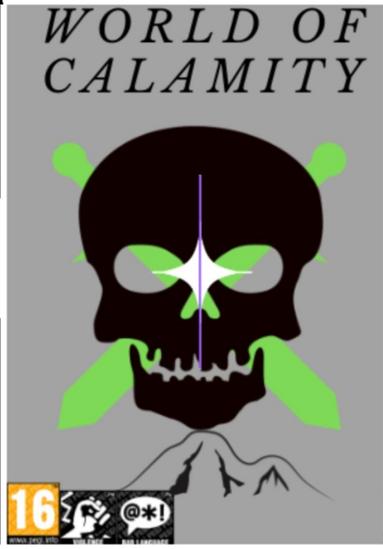
- Your cover must include:
- A video game title in big letters.
 - An image of the main character.
 - A paragraph (on the back) that explains the rules for positive social interactions in the game and why people should follow them.

Who is the main character in your video game (person, animal, object, etc.)?	An older me who is a rouge traveller and a master swordsman.
Describe as many details as you can about the main character.	You have to travel around the world fighting and teaching fighting techniques.
What is the setting for your video game? Include as many details as possible.	An old kingdom where there is no law.
How will people communicate in the game?	By using age verification
What is the title of your video game?	World of calamity

Creative tasks like designing game covers helped pupils apply learning in a fun way. Real-life gaming examples supported meaningful discussions.

Learners used design templates with sentence starters and key vocabulary to help them create game covers with clear, friendly behaviour tips.

Learners discussed real examples of positive and negative behaviour in online games and created their own guidelines to promote positive interaction.



Who is the main character in your video game (person, animal, object, etc.)?	The main character is a person who is an explorer\detective.
Describe as many details as you can about the main character.	The main character is a girl who loves exploring but finds mysteries to solve whilst exploring.
What is the setting for your video game? Include as many details as possible.	The setting is in a forest. There are lots of twisting and gnarly trees and the forest is very eerie.
How will people communicate in the game?	There is a chat where people can communicate but if they comment something inappropriate then they will be blocked and reported and won't be able to play again.
What is the title of your video game?	The title is Detective Explorers.

They can communicate through a multiplayer twist meaning they can complete quests simultaneously and speak through voice chat, although you have to verify your relationship and make sure you're friends and verify your age

common sense education
 UK YEAR 5 (AGE 9-10) KEEPING GAMES FUN & FRIENDLY
Video Game Cover Project

Video game cover draft
Legend of Zelda: Cries of Hyrule

Paragraph
 What rules would you make for how people must interact in the game? Why is it important that they follow those rules?

You have to verify many things to ensure safety

Directions
 You will now have a chance to come up with your own video game! It can be based on games you already know or it can be totally made up. Use this handout to brainstorm ideas and create a rough draft to get the ball rolling.

Your cover must include:

- A video game title in big letters.
- An image of the main character.
- A paragraph (on the back) that explains the rules for positive social interactions in the game and why people should follow them.

Who is the main character in your video game (person, animal, object, etc.)?

Describe as many details as you can about the main character.

What is the setting for your video game? Include as many details as possible.

How will people communicate in the game?

What is the title of your video game?

Link and Zelda

Zelda has long blonde/orange hair and wears dresses and Link wears the Champions tunic with a short ponytail.

Open world adventure game in Hyrule (Past games: Zelda: Tears of the kingdom, Zelda: Breath Of The Wild)

Legend of Zelda: Cries of Hyrule

Year Group: Year 5 - Spring 2

Unit Title: News & Media Literacy - Rights & Responsibilities

Children learned about copyright and what it means to be a responsible creator. They explored how to use and share images fairly and understood their rights when creating original content.

common sense digital passport

Philip Bhol

Save Activity

Year 5 - News & Media Literacy

Year Groups: Year 7, Year 5, Year 6
Subjects: Digital Citizenship
Standards:

Instructions for Pupils

LQ: How can I identify what rights and responsibilities I have as a creator?
 C - I can define "copyright" and explain how it applies to creative work.
 A - I can describe our rights and responsibilities as creators.
 E - I can apply copyright principles to real-life scenarios.

Directions: Part 1

Read each term aloud with your group. Then, use the Word Bank to complete the Fill-in-the-Blank paragraph.

Word Bank

intellectual property: The ownership of something you create, giving you a right to how others use it.	attribute: To give credit to the person who created something, such as listing the author's name and date, or a citation.
copyright ©: Legal protection that creators have over the things they create.	plagiarism: Using someone's creative work without providing attribution.
license: A clear way to define the type of copyright a creative work has so that others know how they can use it.	

Fill-in-the-Blank

Charlie takes a cool photo of a parade in his town. This photo is now his Intellectual property. He posts it on his photo site but does not indicate what type of license it has. So people have to assume it has a regular copyright. A few days later, he sees his exact photo on the local pizza restaurant's website! They didn't attribute the photo to him. And they certainly didn't ask for his permission to use it, which is plagiarism.

I felt equipped when searching the web to recognise imagery with creative commons licensing

Real-life scenarios helped children see how copyright applies to them. Matching and discussion activities supported understanding of new vocabulary.

UK YEAR 5 (AGE 9-10): A CREATOR'S RIGHTS

NAME _____

What's Copyright? 🌟

DATE _____

Part 2: Directions

Work with your group to complete the two reflection questions below.

1. What should Charlie do about this situation?

- Reach out to the owner of the pizza restaurant and ask them to provide attribution for the photo.
- Reach out to the owner of the pizza restaurant and ask them to take down the photo.
- Add a clear copyright licence next to the photo on his site, so this won't happen again.
- Don't do anything.

2. If you were Charlie and took this photo, how would you want others to be able to use it? Would you want others to be able to do the following? Circle which one(s) you agree with and explain your thinking.

Copy it?

Change or alter it?

Make money from it?

I wouldn't mind if others wanted to copy and paste my photo for their website or article.

I wouldn't mind if others wanted to change it, like if they wanted to add text over the photo or even Photoshop an image of something else into the photo.

I would be OK if other people wanted to make money from the photo, so long as they provided attribution!

Learners used matching activities to connect key terms (like copyright, licence, and plagiarism) with simple definitions and examples, supported by group discussion.

Learners explored the creative commons licensing and explored searching the web and recognising copyright licensed imagery

Year Group: Year 5 - Summer 1

Unit Title: Privacy & Security

Children explored the differences between personal and private information. They learned why it's risky to share certain details online and how to protect themselves when communicating digitally.



Year 5 - Privacy & Security

LQ: How can I identify what information is okay to share online?

C - I can identify the reasons why people share information about themselves online.

A - I can explain the difference between private and personal information.

E - I can explain why it is risky to share private information online.

Key Vocabulary: hardwired - personal information - private information - register (online)

Instructions: <https://shorts.flipgrid.com/watch/16364576049725560>

- 1) Follow the Digital Passport link to the game 'Share Jumper' and play for 5 minutes
- 2) Watch the Common Sense Media video
- 3) + Use the + to complete the worksheet on 'Personal' Vs 'Private' information
- 4) Follow the to the ThinkUKNow game, 'Band Runner'
- 5) Upload your work

I know what not to share online to stay safe

Digital Citizenship - Private and Personal Information

Imagine that we had a new student in class today, and you were getting to know him/her.



What is one piece of **personal** information you **would** share with him/her? Why?

I would share my name and age and maybe my favourite movies/hobby's because it's not that private to be hacked.

What is one piece of **private** information you **wouldn't** share with him/her? Why?

I wouldn't share my personal detail's like my passwords and address or personal logins because I could get hacked for giving out that information to random people.

Adapted from Common Sense Education resources www.commonsense.org

Digital Citizenship - Private and Personal Information

Imagine that we had a new student in class today, and you were getting to know him/her.



What is one piece of **personal** information you **would** share with him/her? Why?

I would share my birthday age and name.

What is one piece of **private** information you **wouldn't** share with him/her? Why?

I would not share my adrese and loge in.

Adapted from Common Sense Education resources www.commonsense.org

Using context based scenarios opened up a lot of discussion. Often talking about what the wrong thing to do would gain more discussion that thinking about what the right thing was

Learners used real-life role-play scenarios to practise identifying what information is private or personal, supported by sentence starters to express their reasoning.w

to be safe online you have to not share your email, phone number, a or your password.

never give your location

Internet Safety

if someone is beeing mean block and report them .

if someone you dont know is trying th talk to you tell a trusted adult.

As an open discussion, Learners considered grey areas in online sharing and discussed how context affects what is safe to share.

Digital Citizenship - Private and Personal Information

Imagine that we had a new student in class today, and you were getting to know him/her.



What is one piece of **personal** information you **would** share with him/her? Why?

I would share my name and age because they will already know because its all over the class room

I would share my hobbies and favotrate food and colour beacuse they are genral facts about

What is one piece of **private** information you **wouldn't** share with him/her? Why?

I would not share my address because its personal information

Adapted from Common Sense Education resources www.commonsense.org

Philip Bhol

Save Activity

Year 5: My Digital Footprint & Identity

Year Groups: Year 5, Year 7, Year 6
Subjects: Digital Citizenship
Standards:

Instructions for Pupils

LQ: How can I think about the tracks I leave behind online?
 C - I know what the term, "digital footprint" means
 A - I can identify specific online activities that contribute to leaving tracks online
 E - I understand my responsibility online and how I can be in control of my digital footprint

Pupils will edit this template:

Footprint activity	If you saw it, what might it tell you about Camilla?	Is Camilla in control of this? (Circle one.)
She appears in a video of the school play that her parents post on a video-sharing site.	This could tell me what school Camilla goes to, it could tell me what her gender is, it could tell me who her parents are.	<input type="radio"/> <input checked="" type="radio"/>
She posts comments about dancing videos on YouTube.	This could tell me that Camilla likes dancing, and also that she has YouTube.	<input checked="" type="radio"/> <input type="radio"/>
She creates a wish list of things she wants for her birthday on her parent's online shopping account.	This could tell me that Camilla likes to plan ahead of things, so as to be prepared.	<input checked="" type="radio"/> <input type="radio"/>
She appears on the top-scorers list of an online video game that she plays regularly.	This could tell me that Camilla likes playing bvideo games, and that she has a device to play on.	<input checked="" type="radio"/> <input type="radio"/>
She appears in a picture her friend posted on social media.	This could tell me who Camilla's friend is, and that she has social media.	<input type="radio"/> <input checked="" type="radio"/>

**What do you notice in this image?
 What can you infer about the animal that left this?**

1

It could be an animal like a dog, as the imprint looks like it has padded feet.

2

It looks like a fossil as it has no skin/scales and you can see its bones.

This animal has no limbs so must slither to move around

These images are both examples of how

learned that what I do online can affect me and other people.

Using real-world examples helped children grasp the lasting impact of their digital actions. Group discussions encouraged them to reflect on shared responsibility online. We even explored the Digital Footprint of the teachers in the room

Camilla spends a lot of time online. Below are some of the activities that are part of her footprint. For each activity, decide what it might tell you about her and whether she is in control of this activity.

Footprint activity	If you saw it, what might it tell you about Camilla?	Is Camilla in control of this? (Circle one.)
She appears in a video of the school play that her parents post on a video-sharing site.	Her parents should have asked her whether she wanted them to post the video so it isn't her fault.	<input type="radio"/> <input checked="" type="radio"/>
She posts comments about dancing videos on YouTube.	If they were good comments then that would be fine but if they were unkind then she shouldn't of written them.	<input checked="" type="radio"/> <input type="radio"/>
She creates a wish list of things she wants for her birthday on her parent's online shopping account.	It is OK that she has done this but she should have asked for her parents permission.	<input checked="" type="radio"/> <input type="radio"/>
She appears on the top-scorers list of an online video game that she plays regularly.	When this happens you must tell a trusted adult immediately.	<input type="radio"/> <input checked="" type="radio"/>
She appears in a picture her friend posted on social media.	She should tell a trusted adult and then tell her friend that they should of asked for permission first.	<input type="radio"/> <input checked="" type="radio"/>

Learners were supported with guided group discussions and example case studies to help them understand cause and effect in online activity.

Learners evaluated real-life digital scenarios and discussed long-term consequences of online actions.

Year Group: Year 5 - Computing Systems & Networks

Unit Title: History of Computing

Description: Children look at how computers have developed over time from the initial conception with the work of Ada Lovelace and Charles Babbage, do the development of the Colossus, cracking of the enigma code during WW2, the work of Alan Turing before finishing with the development of Personal Computers - Bill Gates

Evidence of Progress Questions Year 5-DL-History of Computing

Key questions	What I think	What I know
1. How long have computers been around?	About 1000 years	5000 years ago, the abacus was made around?
2. What is involved in solving code-cracking problems?	Deciphering	Cryptanalysis
3. Why is Alan Turing important?	Alan Turing cracked the Enigma	Alan Turing was considered the father of modern computers, as he plotted the first plans for them. Also, he shortened WWII by 2-4 years, as he cracked the Enigma code.
4. Name computing pioneers	Alan Turing, Ada Lovelace, Pascal.	Steve Jobs, Alan Turing, Charles Babbage, Ada Lovelace, Steve Wozniak, Bill Gates. These people are important pioneers in the world of computing, as they innovated the industry and changed the world.

5. How have computers changed in history?	The first computer was made in the form of the Colossus by Tommy Flowers in 1943. In 1941, Alan Turing cracked the Enigma code, which shortened WWII by 2-4 years. Now, in 2022, computer companies are finding new ways to make new technologies by producing AR and VR glasses to replace smartphones in the future.
---	--

Thierno Barry

LQ - How can we sequence technological changes in electronics and computing?

C-1 understand what the advent of the transistor meant for computing
A-1 understand the significance of the ARM processor in terms of mobility.
Understand the units of measurement in processor speed, memory size and storage.

Theodore:D's Post

THE FIRST COMPUTER IN THE ENGLISH EMPIRE WAS NAMED THE COLLOSSUS COMPUTER WHICH WAS THE FIRST COMPUTER IN THE WORLD

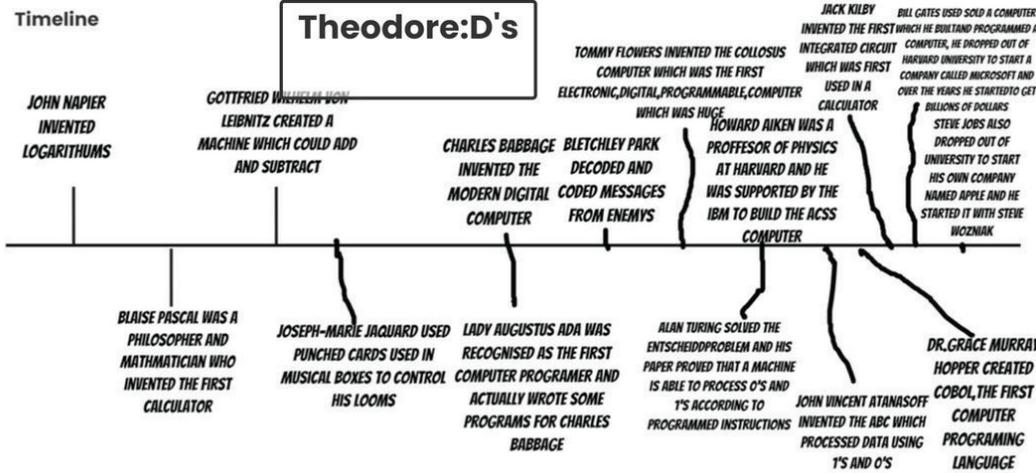
THE FIRST COMPUTER IN THE GERMAN EMPIRE WAS NAMED THE ENIGMA COMPUTER

THE GREEK USED TO USE AN OBJECT CALLED THE ABACUS WHICH WAS USED FOR MATHEMATICAL PURPOSES

THE FIRST COMPUTER WAS MADE IN 1973



Timeline



I can explain how computers have changed and why these inventors were important.

Visual timelines and stories of key inventors helped engage learners with complex historical developments. Differentiated materials supported varied reading levels.

Learners used simplified biographies and visual timelines to understand important events and people in computing history.

Learners researched key figures and created timelines highlighting computing milestones.

1. How long did Second World War last?
 Six years
 24 + 14 40 - 12 15 + 28 31 + 13 50 - 26 17 + 3 12 + 25 50 - 12

2. As well as food, what other item was rationed during Second World War?
 Clothes
 13 + 9 42 - 11 48 - 14 50 - 11 13 + 14 16 + 8 12 + 26

3. What were the new homes for evacuees called?
 bomb shelters
 40 - 19 15 + 13 25 + 6 49 - 18 19 + 5 48 - 9 25 + 13

4. What word was used to describe the radio during Second World War?
 wireless
 27 + 15 50 - 22 47 - 30 17 + 7 46 - 15 13 + 11 22 + 16 47 - 9

5. What did people use to squeeze the water out of their washing?
 mangles
 4 + 16 25 + 7 50 - 30 17 + 16 45 - 19 12 + 19 18 + 6

Let's try and learn some facts by cracking some code!

Here you have some questions. If you crack the code correctly, you will have the correct answers. Each letter is replaced by a mathematical sum. You work out the sum to get the number, and find that number on the key to show you the letter it stands for.

a	b	c	d	e	f	g	h	i	j	k	l	m
20	21	22	23	24	25	26	27	28	29	30	31	32

n	o	p	q	r	s	t	u	v	w	x	y	z
33	34	35	36	37	38	39	40	41	42	43	44	45

They needed Colossus because it took weeks to do it on paper, but when they built colossus they took hours. It was one of the first computers to be built. It was one of the most famous computers because it helped slow down the war by over two years. It helped massivley because helped find out what the Germans where saying to eachother during the time Hitler was leading.

It slowed down the war by 2 years and it helped find out what the germans were saying in hours instead of weeks.

Computers would only do what we tell them to do.	Colossus was one of the oldest computers.
Colossus was programed to crack codes.	it helped England find out what the Germans were going to do by cracking their codes with Colossus.
Colossus helped hundreds of thousands of peoples lives including German lives.	
A person called Tommy Flowers created the first computer.	

Year Group: Year 6 - Autumn 1
 Unit Title: Media Balance & Wellbeing

Children reflected on their own media use and what balance means for them. They created personalised plans to help make healthy and responsible media choices in daily life.

My Media Plan 1/2

Directions
 Think about which media and non-media choices help you feel healthy and balanced. Then, use the chart below to plan out your perfect day. For each choice, fill in the "What?", "When?" and "How Much?" columns. You can include more than one activity in each row -- just draw in the lines yourself!

	What? (description of the activity)	When? (time of day or activity that happens at the same time)	How Much? (number of minutes or hours)
Morning			
Day			
Afternoon/ Evening			
Night			

Year 6 - Media Balance & Wellbeing

LQ: How can I find my media balance?

- C - I can reflect on how balanced media is in my daily life
- A - I can explain what "media balance" means and how it applies to me
- E - I can create a personalised plan for healthy and balanced media use

**Tap the link to watch the video, " my media balance" first!

- 1) - Push add
- 2) - Click drawing to access the attached template.
- 3) - Complete your media plan
- 4) check Upload your work and you're finished!

common sense education
 UK YEAR 6 (AGE 10-11): FINDING MY MEDIA BALANCE

My Media Plan NAME: Elin

Reflection questions DATE: 20.09.22

I wouldn't be spending very much time on the computer and more off screen time

It would for the weekends and holidays but I would have to change some things for school days

I would add swimming on a beach and cooking things like cakes.

I can make a plan to keep my media use healthy and balanced.

My Media Plan DATE

Directions
 Think about which media and non-media choices help you feel healthy and balanced. Then, use the chart below to plan out your perfect day. For each choice, fill in the "What?", "When?" and "How Much?" columns. You can include more than one activity in each row -- just draw in the lines yourself!

	What? (description of the activity)	When? (time of day or activity that happens at the same time)	How Much? (number of minutes or hours)
Morning	a tiny bit of netflix in bed. (then get up for school)	7:30am-8:am	20 mins
Day	get home from school, change, have a snack, and go on my ipad/phone for abit	4pm-6pm	2 hours
Afternoon/ Evening	have lunch, finish homework, watch some tv	6pm-9pm	3 hours
Night	get ready for bed, sleep and repeat	9pm-9:30pm	30 mins



Personalised planning helped children connect learning to real life. Question prompts and examples made it easier for learners to reflect and set goals.

Learners analysed different media habits and designed detailed, realistic media plans with goals and strategies.

Learners used guided question prompts and example plans to support creating their own simple media balance plan.

common sense education
 UK YEAR 6 (AGE 10-11): FINDING MY MEDIA BALANCE

My Media Plan

Reflection questions

1. How would your plan help you feel healthy and balanced?

I would have some time for my friends and some time for myself since sometimes being with other people for too long can stress you.

2. Would it still work if you had to do it every day for a week? Why, or why not?

Probably not since some days I would like to use technology and some days I just want to relax by myself or with my brother, and also repeating the same day can get boring.

3. What changes would you make if you were planning for a week? What would you add more or less of?

I would add less of technology and I probably would go to sleep earlier since in my plan I go to sleep at 23:30

	What? (description of the activity)	When? (time of day or activity that happens at the same time)	How Much? (number of minutes or hours)
Morning	Wake up read and have my breakfast.	7am-8.30	I read for 1hr .
Day	do my school work	9.00-3.30	7hr
Afternoon/ Evening	watch a film	7.00-8.30	2 hr
Night	go to sleep	9.00	10hr



Year 6 - Cyberbullying - Common Sense Media

LQ: Is It Cyberbullying?

C: I can recognise similarities and differences between being mean, in-person bullying and cyberbullying

A: I can empathise with the targets of cyberbullying

E: I can identify strategies to deal with cyberbullying and be an upstander for those being bullied

Instructions:

- 🔗 Follow the 🔗 and play Evolve for 5 minutes
- 🖋️ Use the 🖋️ to record your answer to the essential question
- 🖋️ Use the draw & annotate tool to discuss the differences between, joking, being mean and bullying
- 🔗 Follow the 🔗 to watch the video
- 🗨️ Use the 🗨️ tool to respond to the questions
- 📄 Use the 📄 to create your own upstander cards
- 📤 Upload your work and self assess on the final slide

Challenge: Can you use your Vector Drawing tools to create a great graphic for your upstander card?

I know how to spot cyberbullying and help someone being bullied

Monday 5th November 2024

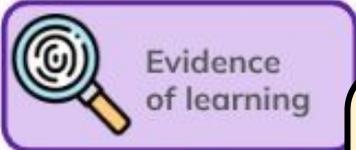
LI: To recognise how to be an upstander against cyberbullying

Success Criteria:

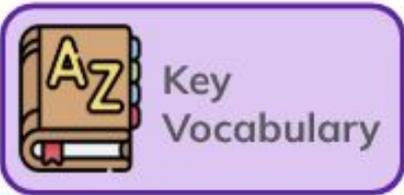
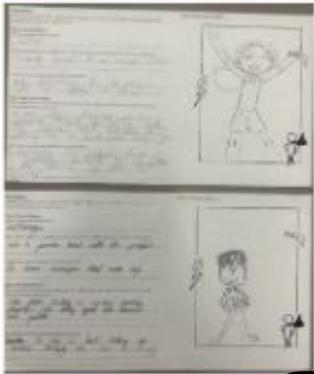
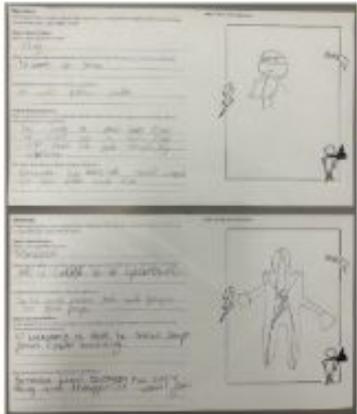
- Reflect on the characteristics that make someone an upstanding digital citizen.
- Recognise what cyberbullying is.
- Show ways to be an upstander by creating a digital citizenship superhero comic strip.

Today we spoke about what cyberbullying is and the difference between an upstander and a bystander. We then looked at examples of what a super digital citizen - would do in different situations. We created our own super digital citizens and gave ways that they will fight and prevent cyberbullying from happening.

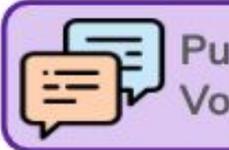
Scenario analysis and role-play helped learners differentiate behaviours and practise supportive responses. Sentence stems aided verbalising empathy and strategies.



We role-played cyberbullying scenarios and responding empathetically.



It is important to stand up against cyberbullying because it is a bad thing and we need to be kind online - Isaiah



Learners create vector drawings of their Bystander cards



A bystander is...
Someone who minds their own business and doesn't help others online - Elanaz

An upstander is...
Someone who defends someone online when they are being bullied - Hung



Year 6-Relationships & Communication- Common Sense Media

LQ: How do you keep digital friendships safe?

C: I can compare and contrast different kinds of online-only friendships

A: I can describe the benefits and risks of online-only friendships

E: How can I respond in a situation that makes me feel uncomfortable

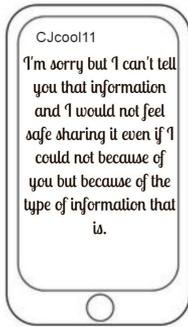
Instructions:

- 🔗 Follow the 🔗 to the Jamboard and share your responses to the prompts with the rest of the class
- 🗨️ Use the 🗨️ to record your response to the question on slide 3
- 📄 Read the text and use the 📄 tool to add to the Venn Diagram
- 🗨️ use the 🗨️, 🗨️ and 🗨️ tool to share how you would respond as Sita
- 📄 use the 📄 tool to self-assess your work
- ✅ Upload your work

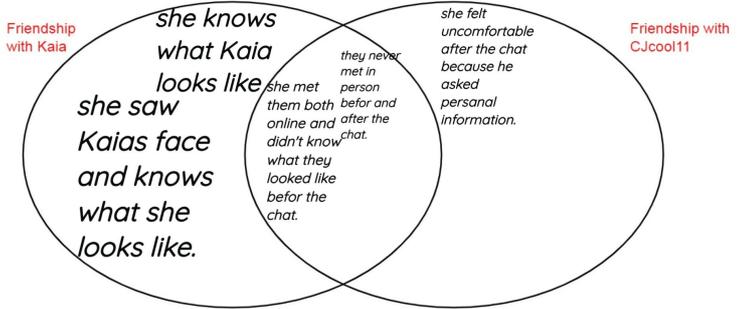
Challenge: Can you come up with your own scenario like Sita and her friend CJcool11?

I know how to stay safe with online friends and what to do if I feel uncomfortable.

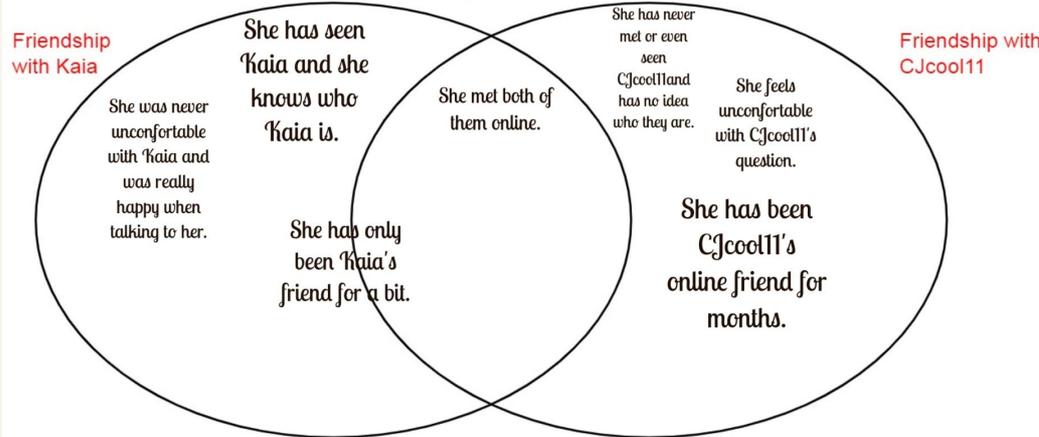
If you were Sita, how would you respond to each of the scenarios? In your response, think about the best way to keep the benefits of the friendship while staying safe.



Venn diagram: How are Sita's digital friendships similar and different? Consider how Sita's feelings change in both scenarios too.



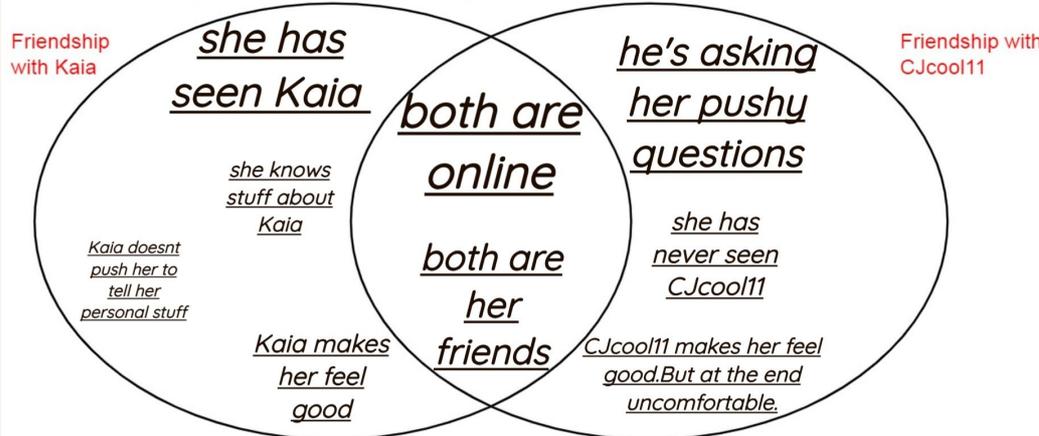
Venn diagram: How are Sita's digital friendships similar and different? Consider how Sita's feelings change in both scenarios too.



Role-play and guided discussions supported understanding of safe online friendships. Using clear scenarios helped learners recognise and respond to risky situations.

We worked as a group to go through the scenarios and created a shared Venn Diagram

Venn diagram: How are Sita's digital friendships similar and different? Consider how Sita's feelings change in both scenarios too.



Learners developed safety guidelines for different situations.

Children explored the structure of online news articles. They learned how to identify headlines, subheadings, bylines, adverts and sponsored content, and began thinking critically about how articles are presented.



Year 6 - News & Media Literacy

How can I identify the important parts of an online news article?

C - I can understand the purposes of different parts of an online news page.

A - I can identify the parts and structure of an online news article.

E - I can identify and share what things to watch out for when reading online news pages, such as sponsored content and advertisements.

Key Vocabulary: article - commercial - news

Instructions:

- 1) Follow the link the play 'Mix n Match' for 5 minutes
- 2) Use the T and Δ To observe and analyse the news page
- 3) :Shape: :Draw: Use the :Shape: or :draw: tool to match the Name, Description and Purpose
- 4) Watch the and reflect using the question prompts
- 5) :Draw: Test your knowledge by labelling all the different features of the Online News Site
- 6) Follow the to the Reading News Online Quiz to test your knowledge
- 7) Δ Use the Δ to self-assess how your learning went today
- 8) Press the to upload your work

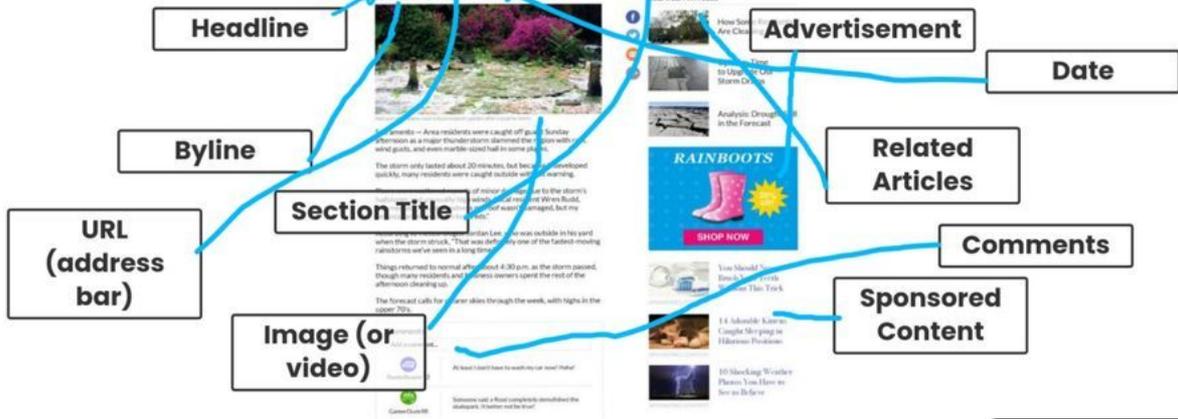
Challenge:

Follow the to watch the video on Fake News. Can you memorise what 'REAL' stands for? Now tell a friend...

Learners evaluated a selection of real and sponsored articles to determine reliability and bias.

I can spot the difference between a real article and an advert now!

Use the labels to identify the different features of this news article



We developed a checklist to break down and help us identify the key elements of an article. We then turned this into a classroom poster for display

Use the labels to identify the different features of this news article



Learners used article-matching activities and visual annotations to break down key features.

Children explored how clickbait headlines and images are designed to capture attention by exploiting curiosity. They learned to identify signs of clickbait and practised strategies to avoid being misled by sensational content.



Year 6 - Privacy & Security - Common Sense Media

LQ: How can I identify and avoid clickbait?

C: I can identify clickbait

A: I can explain the purpose and risks of clickbait

E: I can use my understanding to avoid clickbait

Instructions:

- 🔗 Follow the 🔗 and play Password Protect for 5 minutes
- 👉 Use the 👉 to respond to the essential question (Check this again at the end)
- ⚠️ Use the ⚠️ to identify the standout Clickbait
- 🔑 Use the 🔑 to complete the curiosity gap activity
- 🔗, 🔑 Use the tools to respond to the clickbait scenarios
- 🔗, 🔑, 🗣️ Use the tools to create your own clickbait scenario
- 🔗 Follow the 🔗 to complete the quiz
- ⚠️ Self assess on the last page
- ✅ Upload your work

Challenge: What clickbait have you experienced? Discuss examples where you have seen lots of clickbait, what advice would you tell a younger child exploring these sites/games/apps?

Clickbait tricks you!
Now I check if the title really matches the article

Children were supported to develop media literacy by questioning online content. They applied critical thinking to understand how their attention is captured and how to navigate online headlines more responsibly.

Image	How does this headline refer to something you already know about?	What knowledge gap does this headline say it will fill?
	e.g. lots of people are interested in video games	e.g. how good video games could be for you which would be surprising to lots of people
	'Most people brush their teeth twice a day for two mins.'	'If you want to brush your teeth more efficiently and quicker or you just want to have cleaner teeth.'

Is it clickbait?

1.

Man Kisses A King Cobra Snake! You Won't Believe What Happens Next!

Is it clickbait?

Why, or why not?
It says you won't believe it so you want to look at it more and see the details.

2.

Five Pictures That Prove This Place Has The Most Beautiful Sunsets

Is it clickbait?

Why, or why not?
Its trying to get you to go to this place and advertises the place. The pictures could be from somewhere else and they can edit it.

Clickbait challenge: Write a clickbait headline of your own. Refer back to the information on previous slides to help you. You could draw or insert an image next to it too.

'You won't believe this: New animal found in the wild. Find out more'

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Image	How does this headline refer to something you already know about?	What knowledge gap does this headline say it will fill?
	e.g. lots of people are interested in video games	e.g. how good video games could be for you which would be surprising to lots of people
	'That you have to brush your teeth twice a day and show you tips and tricks'	'What is the trick? what does the trick do?'

Learners sorted real headlines from clickbait and used guided prompts to explain their reasoning.

Is it clickbait?

1.

Man Kisses A King Cobra Snake! You Won't Believe What Happens Next!

Is it clickbait?

Why, or why not?
'Because no one would kiss a snake that could kill you and probably just lying

2.

Five Pictures That Prove This Place Has The Most Beautiful Sunsets

Is it clickbait?

Why, or why not?
no because there are loads of places that have very pretty sunsets so that be one of the places

Clickbait challenge: Write a clickbait headline of your own. Refer back to the information on previous slides to help you. You could draw or insert an image next to it too.

You will never believe this amazing Parrot delivered baby in a house in Yorkshire

This is the exact amazing parrot

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Learners analysed a range of online headlines to rewrite them as informative, non-clickbait versions.



Tuesday 18th April 2023 LQ: How do gender stereotypes shape our experiences online?

C- I can define "gender stereotypes" and describe how they can be present online

A- I can describe how gender stereotypes can lead to unfairness or bias

E- I can create an avatar and a poem that show how gender stereotypes impact who they are

Activity: Please follow link to Seesaw activity and complete the lesson from Seesaw.

Seesaw
https://app.seesaw.me/a/ad38e

Alexandra
Craig's Post

Reflection questions:

1. What stereotypes did you follow or challenge in your avatar?

I challenged stereotypes by staying in
the middle and not making mine seem
so graceful or pretty

2. How did you follow or challenge them? What details did you include in your avatar?

I challenged the stereotypes by making an avatar that wasn't overly
feminine or masculine, i stayed somewhere in the middle and i made it
so my character that i made wasn't so "I like pink, i like flowers" i made
it so the character is who they might be able to be

Reflection questions:

1. What stereotypes did you follow or challenge in your avatar?

I challenged the stereotype of men not being
emotional and wearing boy clothes.

2. How did you follow or challenge them? What details did you include in your avatar?

To show he was emotional I added a teardrop and
to show that he was wearing clothes not meant for
boys he wears a dress

Listen, Create, and Reflect

Activity: Create a
Stereotype Avatar



Just because I'm a girl
doesn't mean I have to
pick pink

Reflection questions:

1. What stereotypes did you follow or challenge in your avatar?

That men normally have to have a suit and tie and lots of
money to support their loved ones.

They are also expected to play sports such as football

2. How did you follow or challenge them? What details did you include in your avatar?

I followed it by using the 'stonks' meme head as in the
meme it's a chart going up and the 'stonks' mme head
is on top of a suit and tie. I also added
a truck.

Dylan
Blagoev
Perreira Da
Silveira
Borges's
Post

Listen, Create, and Reflect

Activity: Create a
Stereotype Avatar



All learners were supported to
critically examine gender
representation in digital spaces.
The creative tasks helped pupils
express personal identity and
challenge biased norms they may
encounter online.

We worked as a guided activity
and looked for examples based on
recommendations from the group
of what they had seen online

Alexandra
Craig's Post

Listen, Create, and Reflect

Activity: Create a
Stereotype Avatar

Imagine that you're going to be playing an online game, and you need to create an avatar for yourself from scratch. Think about the stereotypes we've discussed and create an avatar that responds to them. It should follow the stereotypes, challenge them or do both. After you've drawn or painted in your avatar, answer the reflection questions at the bottom.



This is princess peach she is
a character you'd call
"stereotypical" She's a
pink-loving princess who
has to get saved by the
main characters at almost
all times. recently there has
been a movie, changing her
being stereotypical to more
"masculine" (a knight)



This is a character
that would be less
stereotypical, they
seem like a normal
person, they aren't
over feminised and
they are wearing
normal clothes.

Learners critically analysed a
range of online content (e.g.
games, adverts, social media
profiles) to identify implicit and
explicit gender biases and
suggested ways to challenge
them.

Year Group: Year 6 - Computing Systems & Networks

Unit Title: Internet Communication

Description: Learners investigated and measured the effectiveness of different search engines looking specifically at the index, results and adverts.

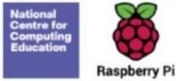
I didn't realise some results are ads — now I know to scroll and check what's really useful

Evidence of Progress Questions

Year 6-DL-Computing Systems & Networks-Internet Communication

Key questions	What I think	What I know
1. What is a search engine ? 	A useful thing that uses the web to find information	A search engine, like google and yahoo are useful everyday things that can lead you to information, apps like youtube or games and use web crawlers to find your results.
2. Give an example of when you might use an index in everyday life.	Index is another name for database in search engines	Give a new example relating to the www. World wide web
3. When you search online, you get millions of results, how do you find the most useful results ?	Try and make your search specific to what you are looking for but try not to use too many words otherwise the search engine will not understand.	Sometimes it helps if you put them in quotations so it can try and specify it from a site like wikipedia or news websites.
4. Which of these influences the results of an internet search? a. the search term b. adverts and sponsored results c. the computer model d. the choice of search engine	A. Because how you phrase your words helps the search engine find what you are looking for	A. Influences your search result because it makes sure you have a certain result
5. List some ways in which you can communicate using the internet . 	Some games have chat features for you and your friends.	Skype, zoom.

Year 3 - Systems and searching
Lesson 3 - Searching the web



Comparing search engines

Search term: _____

Search engine	Top result	How many ads?	What's inter
Bing.com	showed me the right answer	7	It shows you a result to see how healthy you are and to improve your health.
Google.com	usually comes up with wikipedia	8	it explains what is inside the cheese and how much there is and some stuff you can't even understand!
DuckDuckGo.com	BLOCKED	NONE	NO INFO
Ecosia.org	is definitely my favourite web	10	This idea for the web has a great tactic every search you do they will plant a tree.
Swisscows.com	shoes right result optional searches	17	Also has idea by doing one search is one meal for a child.

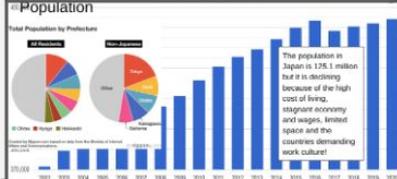
All learners were supported to develop critical thinking about how search engines function and how digital information is ranked and presented. This helped them make more informed decisions when accessing content online.

Autumn 1- Systems and Networks

Japan

Index
Population: Slide 3
Main cities: Slide 4
Visitor attractions: Slide 5
How to get there: Slide 6

Population



Main cities

Main cities: Tokyo, Nagoya, Osaka, Sapporo, Yokohama, Fukuoka, Kawasaki, Kobe, Kyoto and Saitama.

Visitor attractions

- Fushimi Inari Taisha
- Tokyo tower
- Senso-ji
- Shinjuku Gyoen Garden
- Osaka castle

How to get there

You could take a train or an airplane there is a helicopter you can take as well.



Learners were supported with guided search tasks, keyword banks, and simplified search engine interfaces to help them focus on comparing results clearly.

Learners explored how search algorithms work and evaluated how search engines might prioritise or personalise results based on user data.

Search engine	Top result	How many ads?	What's interesting about this search engine's results?
Bing.com	Description of cheese, images and a shop containing cheese	3	How It immediately shows the shop rather than actual information and images
Google.com	Third-party information, images of cheese	4	It brings up more international information regarding cheese, such as importing cheese.
DuckDuckGo.com	Blocked Site		Blocked Site
Ecosia.org	A website regarding cheese	0	Ecosia doesn't provide any ads, and doesn't show any information and images until further down the page.
Swisscows.com	Wikipedia, and images	0	Not on topic, although Swisscows provides a Virtual Private Network, which is paid although is optional and must be clicked on to come across. Alongside that, Swisscows allows other users to see related search queries.

Islington

Computing



Information Technology Progression in Primary

Year Group	Unit A	Unit B	
Year 1	Digital Painting on Busy Things	Digital Writing on JIT (J2E)	Busy Things - Data
Year 2	Just 2 Easy - J2Mix	Digital Photography	J2e - Data
Year 3	Google Docs	J2 Animate	J2 Branch
Year 4	Google Slides	Audio Editing - Bandlab	Data Logging
Year 5	Vector Drawing	Movie Creation	J2 Database
Year 6	Google Sites	Tinkercad	Spreadsheets

Lesson Description	Pupil Voice	Teacher Observations + Judgement	Adaptive Teaching - Scaffolding	Adaptive Teaching - Challenge

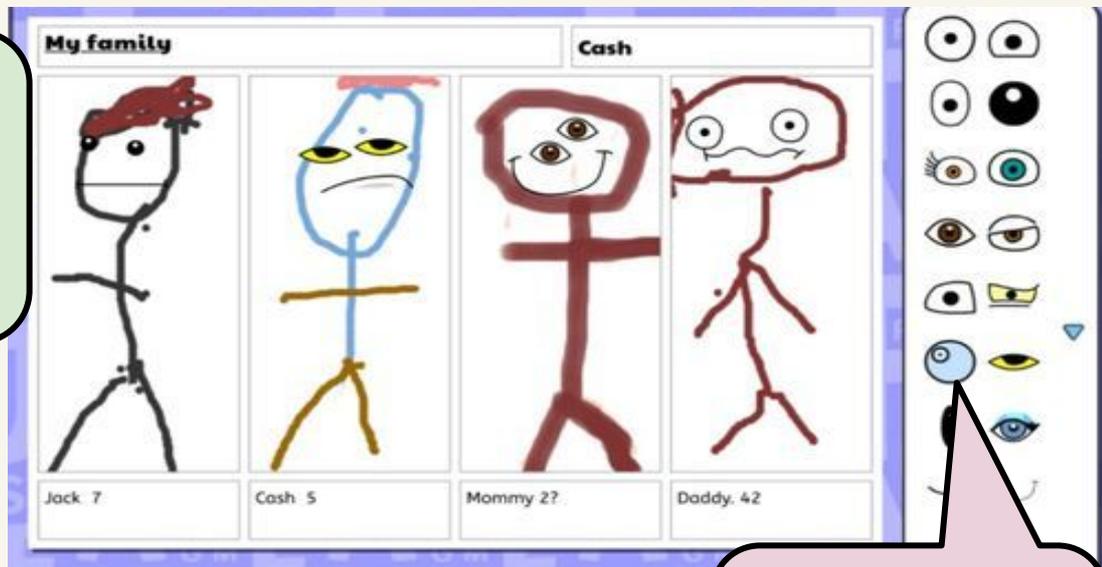
Year Group: Year 1 (Autumn 1)

Unit Title: Digital Painting - Busy Things

Children have selected the template of 2 members of their family to create on Busy Things. They have applied their Digital Painting tools to draw shapes, change colour, adjust paint brush size and in some cases use stickers, manipulate size and direction. Children will then use their typing skills to write a fact about each family member.



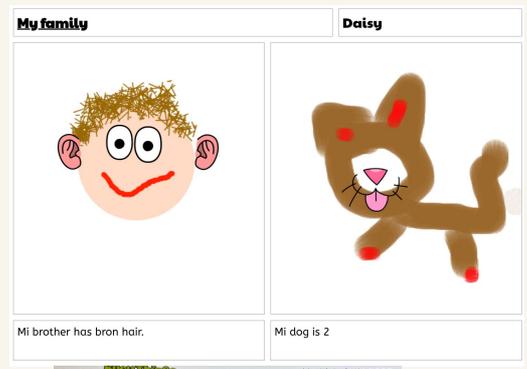
Keyboard skills varied across the class. While some pupils could type simple words or their names, others needed support to locate letters. Overall, keyboard confidence needs further development, and future lessons will focus on building familiarity and independence in using the keyboard effectively.



To further challenge children ask them to use the stickers and manipulate size, duplicate and rotate in order to create their family image

Evidence of Progress Questions
Year 1-IT-Digital Media and Writing

Key questions	What I think	What I know
1. When I swipe my finger on the touchpad I can move the _____ on the screen.	pointer finger cursor arrow	pointer finger cursor arrow
2. What do these keys do? What are they called? 	number key enter key shift key spacebar letter key	number key enter key shift key spacebar letter key
3. What button can I click to rub off some colouring I did by mistake?		
4. Which key helps you write a capital letter?	enter spacebar shift backspace	enter spacebar shift backspace
5. What button do I need to click to save my work?		
6. What button do I need to click to open my work that I saved last week?		
7. What do we call these buttons which change a picture after it has been taken? 	colours filters changes	colours filters changes
8. Which of these buttons can I click to change the font? 		



Children may use a template to support their work or select to draw less family members. We recommended some children just did one or two members of their family



Year Group: Year 1 (Spring 2)

Unit Title: Digital Writing - Just 2 Easy

Children produce their own piece of writing around favourite animal. They include capital letters, full stops - can also include special symbols. Children use spacebar, backspace, enter and shift in order to produce their work. Children may also select font type, colour and size for their audience. Children save and publish their work.

Children linked their learning to a cross curricular topic. They then used their digital writing skills to write a paragraph about a certain animal or habitat. Children were encouraged to change the way their writing looked by using different colors, font and size specifically for their audience

I can use spacebar, full stop and change the font and colour

I like dogs. They bark. dogs run fast and have tales.

Write **multiple sentences** using conjunctions (e.g., and, because). Challenge children to use a variety of special symbols. E.g. comma, question mark, exclamation mark

Use **visual keyboards** or laminated guides showing where the spacebar, shift, and enter keys are located.

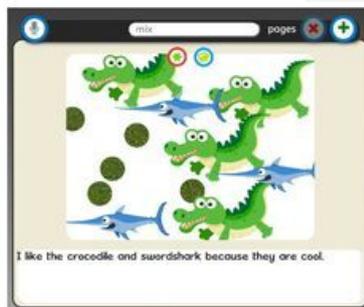
Abdal-Aziz

yousa1



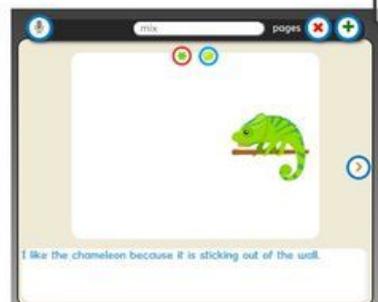
Jacob

lopej

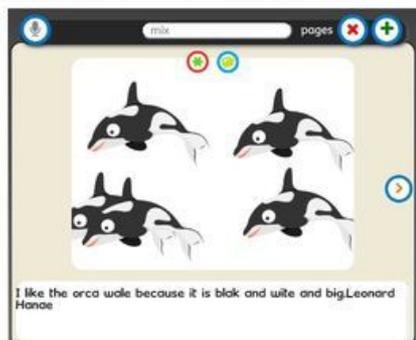


Akala

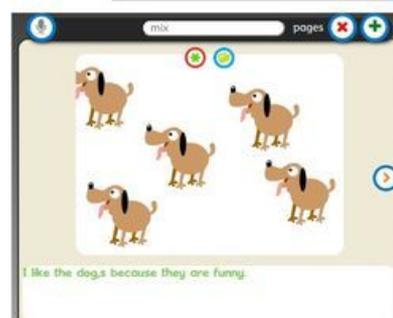
brada



Leonard & Hanae



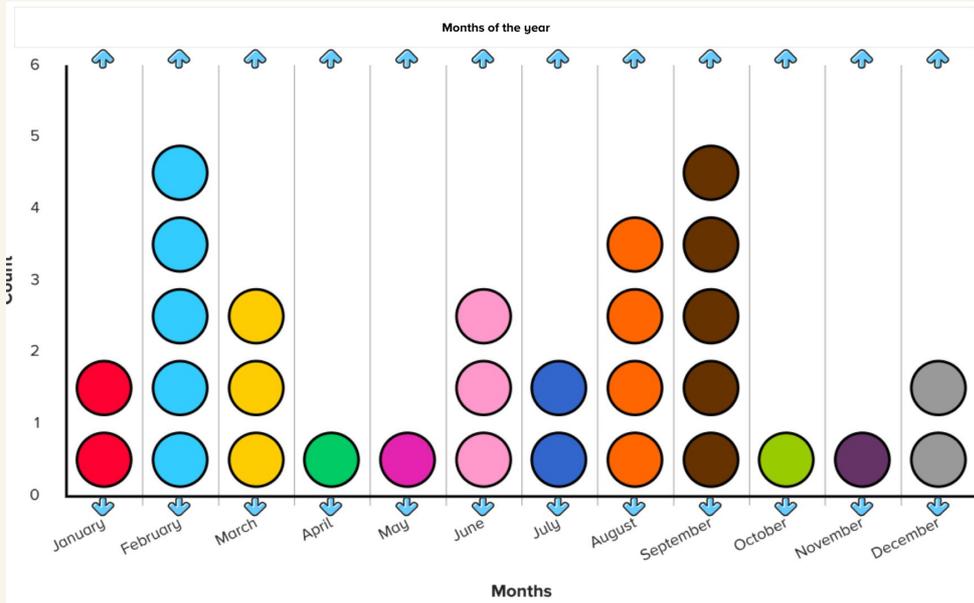
Rudy



Year Group: Year 1 (Spring 2)

Unit Title: Data - Pictograms

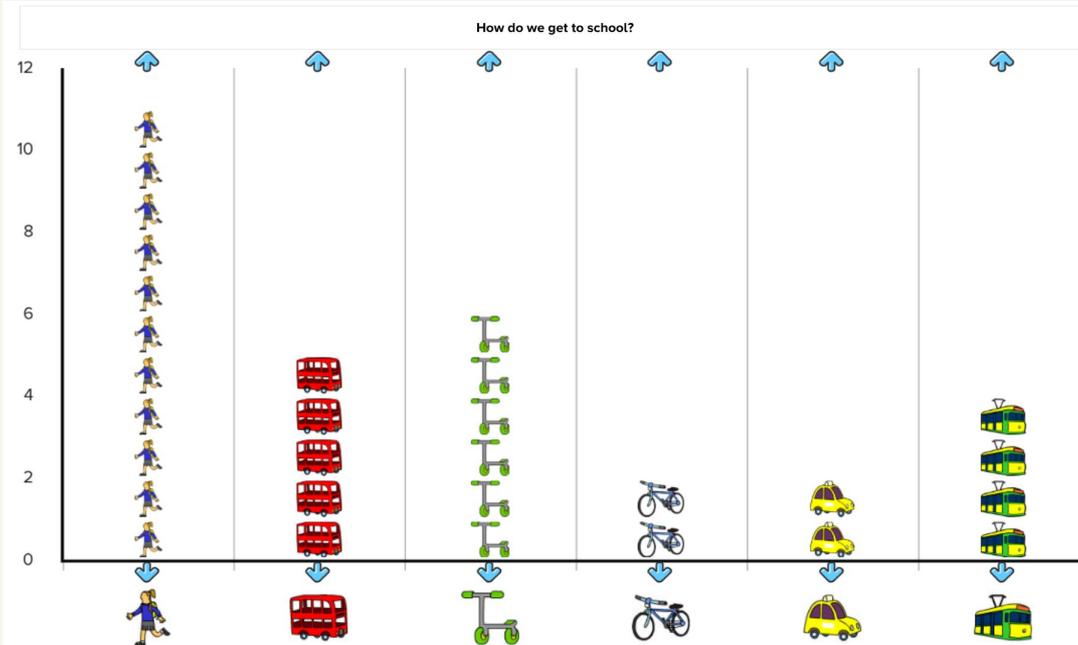
In this lesson, pupils will explore how to collect and present data using pictogram tools within Busy Things (Mathematics > Statistics). They will choose a data set to investigate, either teacher-led (e.g. favourite fruit, shoe size, pets) or child-initiated (e.g. pupils' t-shirt colours or classroom objects). Children will input their findings into a pictogram



I turned my tally chart into a pictogram to show how people voted

Children created a tally chart and collected data around their favourite animal, birthday or transport. They then used Busy Things - Pictogram to put this into a Pictogram. Some children did this as a small group

Children can work with a shared model in order to support them with the Pictogram creation.



Children were encouraged to interpret the data they had created by answering questions linking to maths. Some children even drew their own objects to make up the pictogram

Year Group: Year 2 (Autumn 2)

Unit Title: Digital Writing - J2Mix

Children produce their own multi page book using J2mix. Using their Digital Writing skills they include a series of special symbols, typing skills as well as combining their digital painting skills they illustrate their book. Children name, save, retrieve and publish their work. Some children may even use clip art and image search to populate their book.

I created a non-fiction book which included facts about different animals and habitats



This is a Lion,Snake,Camel and a Girafe. They live in the Desert. The grass is a produoser ,the girafe and the camel is a conmm

We had to encourage all children to sign in, name and retrieve their work as they completed their multi page books over a series of lessons.



The lions live in the Savannah. The Savannah is grassy and has a wet and dry season!

Children were challenged by using a combination of different fonts, colour and sizes. As well as special symbols and a range of painting tools including drawing, patterns, stickers and the image search function within J2E

Some children worked in similar ability partners in order to complete their work. We let them take turns at they did the typing and drawing. We then included both their names in the title



This is a tiger,snake and a camle in a desert eating each other.The tiger is a consumer, the snake is the prey and the camle is also a consumer.

Year Group: Year 2
Unit Title: Photography

In this lesson, pupils explored how to take digital photographs using tablets or classroom devices. They discussed what makes a good photo (e.g. clear subject, good lighting, steady hands) and practised taking pictures around the classroom or school environment. Pupils were then shown simple editing tools to improve their photos, such as cropping, adjusting brightness, or applying filters.

Autumn 1 - Creating Media

The children chose to take photos in a portrait view of their partners, as this linked with their art topic of drawing self portraits.



I know the difference between a portrait and landscape photo



They then experimented with different filters to change the lighting of their photos to see which ones enhanced the best.

Children used the iPads to take landscape and portrait photos. They edited the images using J2 Camera or by adding shapes and imagery on top on Seesaw. Children also discussed what makes a good photo and enjoyed taking bad photos!

4/11/24

Taking the perfect photograph

A person

Action shot

A close up of an object

A building

Selfie

Some children acted as digital leaders to support their peers. We found a lot of children were confident with these skills and went on a trip around the school to apply what they had learnt about taking photos

11/11/24

Landscape

Why do we use different photos for different pictures?

A bridge needs landscape to get the whole of the bridge in.

Portrait

A giraffe needs portrait to fit it all in

Children work in similar ability partners and take turns taking a series of photos. In order to support the learning we used the I go, we go, you go approach to clearly model and used lots of mini plenaries

PIC-COLLAGE

Year Group: Year 2
Unit Title: Photography

In this lesson, pupils explored how to take digital photographs using tablets or classroom devices. They discussed what makes a good photo (e.g. clear subject, good lighting, steady hands) and practised taking pictures around the classroom or school environment. Pupils were then shown simple editing tools to improve their photos, such as cropping, adjusting brightness, or applying filters.



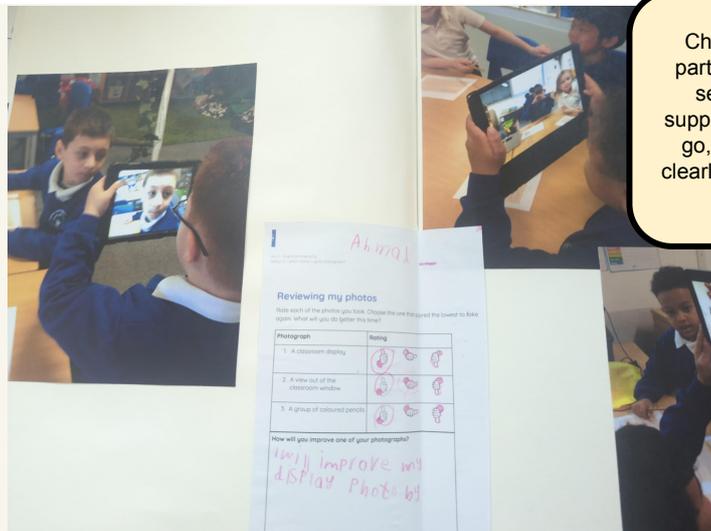
I can use a filter to change how I look and identify if a photo is real or fake



Children used the iPads to take landscape and portrait photos. They edited the images using J2 Camera or by adding shapes and imagery on top on Seesaw. Children also discussed what makes a good photo and enjoyed taking bad photos!



Some children acted as digital leaders to support their peers. We found a lot of children were confident with these skills and went on a trip around the school to apply what they had learnt about taking photos

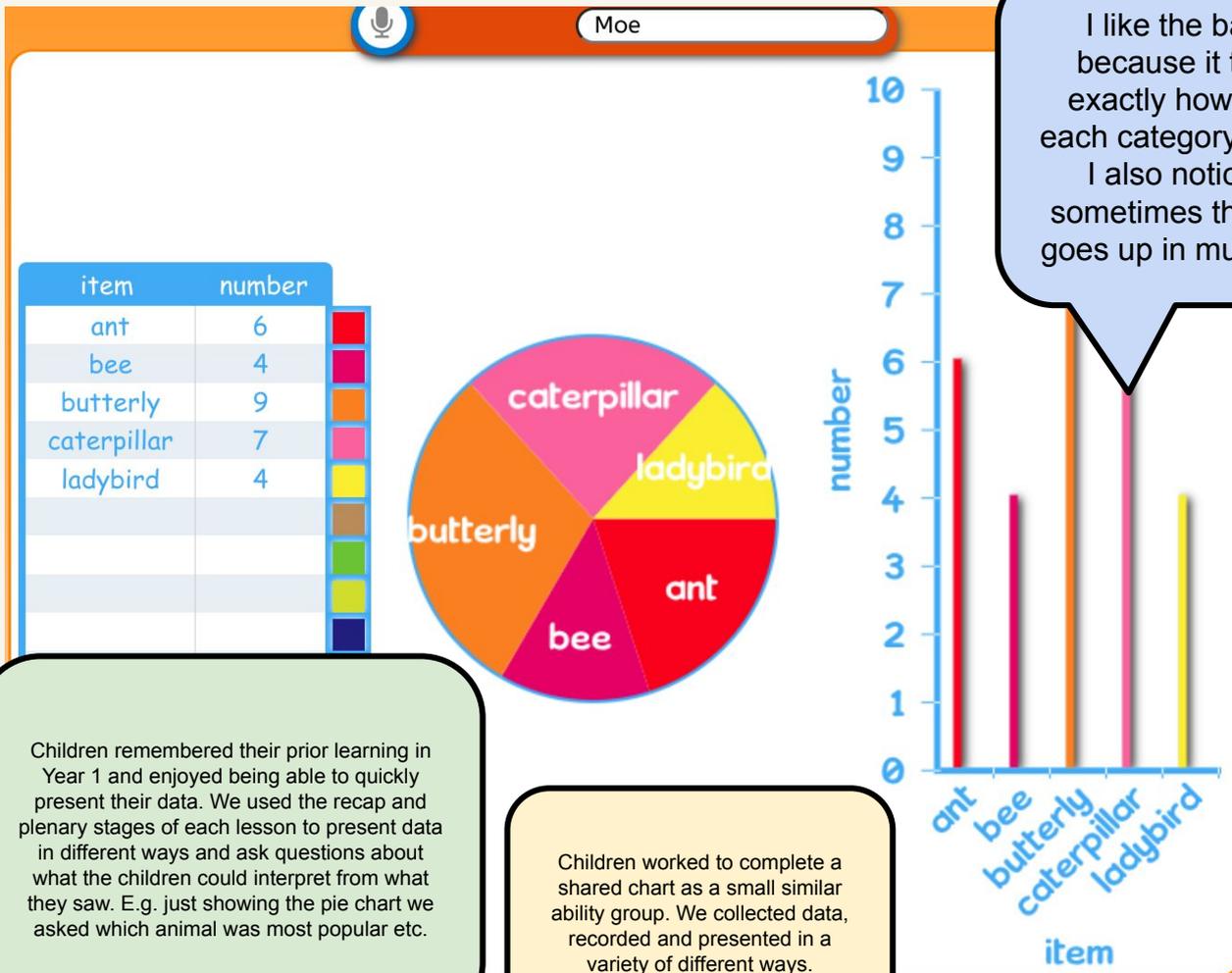


Children work in similar ability partners and take turns taking a series of photos. In order to support the learning we used the I go, we go, you go approach to clearly model and used lots of mini plenaries

Year Group: Year 2 (Spring 2)

Unit Title: Digital Writing - Just 2 Easy

Children take their learning from the creation of a tally chart, into J2Pictogram and created a Pictogram. They then apply the data from the Pictogram to J2Chart where they create a table and look at a variety of ways to present data (Bar, Pie and Block). Children then interpret the data and answer a variety of questions



I like the bar chart because it tells you exactly how many of each category there are. I also noticed that sometimes the number goes up in multiples of 2

Children remembered their prior learning in Year 1 and enjoyed being able to quickly present their data. We used the recap and plenary stages of each lesson to present data in different ways and ask questions about what the children could interpret from what they saw. E.g. just showing the pie chart we asked which animal was most popular etc.

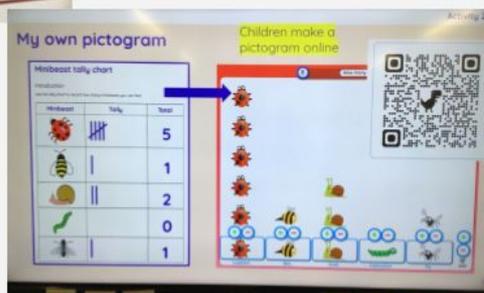
Children worked to complete a shared chart as a small similar ability group. We collected data, recorded and presented in a variety of different ways.

Children were encouraged to add their own categories to the data entry and challenged to present their data in a variety of different ways. Some children even presented their data to the rest of the class and used their presentation skills

Spring 1 - Data and information



After the children drew and collected for their tally charts on the class' favorite minibeasts, they entered and presented this data in a pictogram on a special app.



Year Group: Year 3

Unit Title: Google Docs

Children linked their work to a cross curricular topic and used Google Docs to create and publish their work. Children looked at using Google Docs features as a publishing tool, exploring fonts, size, colours, headings and word art. We even explored adding images and manipulating their sizes and formats. When adding imagery we discussed creative commons licensing.

I know how to use word art to create a heading for my posters

EGYPTIAN TIMES P



PARTY TIME

come to jans party at 8 am

its Christmas

Arsenal stadium

Some children found the formatting on Google Docs quite challenging and we needed to support them to show the specific formatting for imagery. Using Google Classroom we made a copy of the template for each child and were able to give feedback

DISCOVERING TUT'S TOMB DISCOVER



Yesterday evening, Tutankhamun's tomb was discovered in the Valley of the Kings.

After searching for many years, Howard Carter made the amazing discovery

Local people feel scared that evil spirits will be released.

Howard Carter will remove the treasure from the tomb.

Howard Carter will sell the treasure to museums.

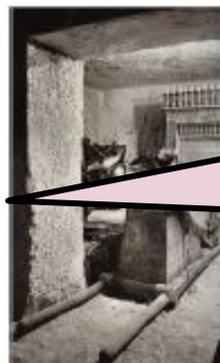
Some children used the voice typing/dictation tool to support them with their work.

We also discussed the role of spell check and grammar.



Children were challenged by discussing creative common licenses and being challenged to format and edit their imagery. Some children even created multi page articles of texts

*Voice detect used for typing.



Year Group: Year 3

Unit Title: J2 Animate

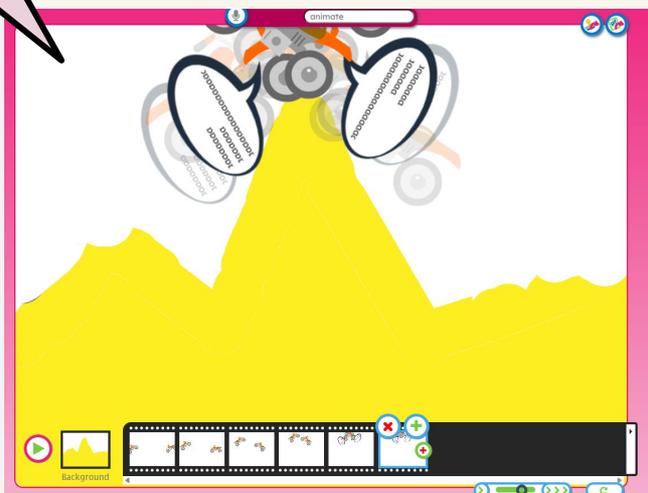
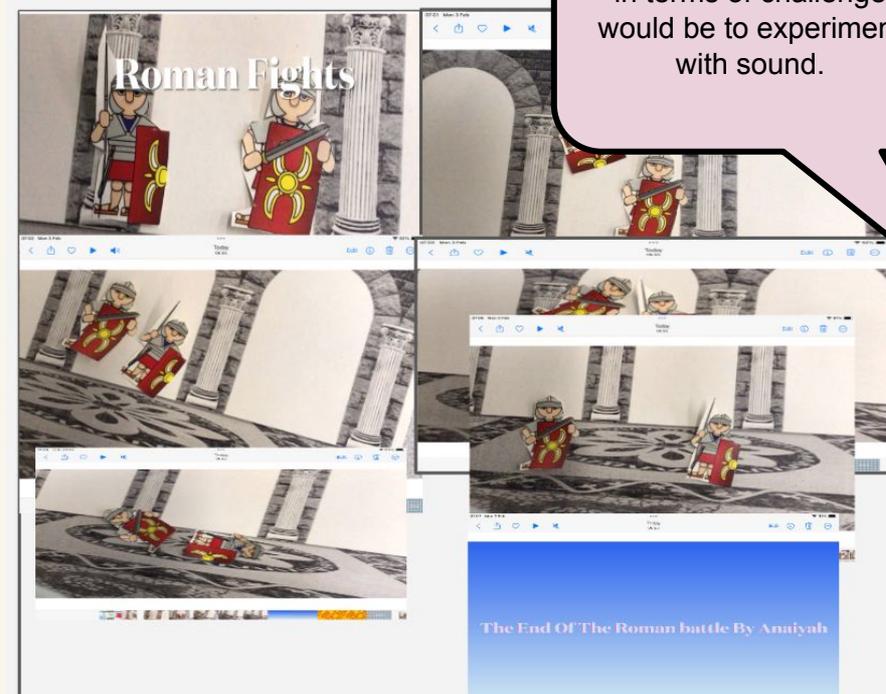
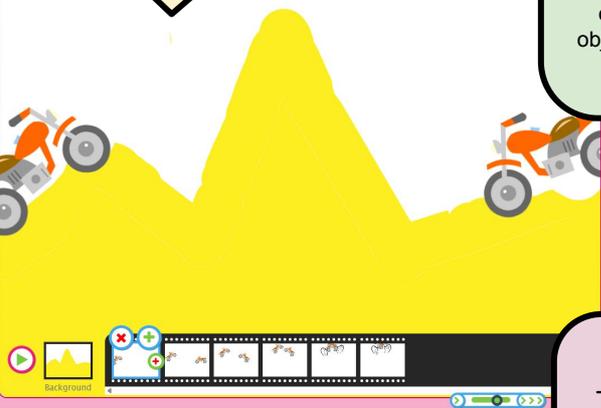
Description: These lessons use J2Animate to produce a stop motion animation. Children will learn how to recognise stop motion animation, discuss examples they already know and begin to modify existing animations. Pupils will then learn to make subtle changes and use onion skinning to create their own stop motion animation.

For children working towards the Year 3 standard, they used fewer slides and focused on one moving object. The aim for them would be to try and achieve a smooth transition between frames.

Children enjoyed bringing stories to life using J2Animate. We discussed the importance of onion skinning and the ways of making stop motion more effective, such as keeping the objects close together between each frame. Some children played with shrinking and increasing the size of the objects to give the appearance that the object is moving closer or further away thus playing with perspectives

This pupil is working at the expected standard because they understood the idea of 'onion skinning'; they edited and improved their animation by adding in speech bubbles; and they used relatively small movements between frames to ensure a smooth transition.

This student's next step in terms of challenge would be to experiment with sound.



Year Group: Year 3

Unit Title: Data - Branching Database

These lessons use J2Branch to introduce pupils to the concept of branching databases through interactive, visual tools. Children will learn to recognise how digital systems can organise information and how questions can help sort and classify data. Pupils will explore existing branching databases, begin to modify them, and then create their own simple/advanced versions by choosing appropriate yes/no questions and relevant images or objects. This supports logical thinking, categorisation, and decision-making in a digital context.

Your tree is now complete.

I can sort data using yes & no questions. I think it is called a branching database/tree diagram because it looks like a tree!

Children found the concept of sorting data using 'yes' & 'no' questions quite challenging. We spent a lot of time generating questions, completing this unplugged and modelling

We scaffolded children's learning by using a selection of questions which we created together and used as a shared bank/model. We also suggested an appropriate number of objects to sort on the database

Your tree is now complete.

Some children used the advanced feature to add some of the defining characteristics of each of the objects that made up their branching database. Children were encouraged to play each others databases to check that they worked

play

Year Group: Year 3/4

Unit Title: Google Slides

Description: Students created a Google Slides presentation including a quiz based on their learning about Highgate Cemetery. Children explored using animations/transitions

Success Criteria:

- I can effectively gather information from books and online sources.
- I can organize my findings into a structured slideshow with clear headings and content.
- I can add to my presentation using appropriate images, animations, and transitions.
- I can create at least 4 well-designed slides that communicate key points about Highgate Cemetery.

You will research and present information creatively using digital tools, focusing on the history, notable figures, and interesting facts about Highgate Cemetery.

Slide 1: Title Slide

- **Title:** *Highgate Cemetery*
- **Your Name:** (Write your full name)

Slide 2: The History of Highgate Cemetery

Slide 3: Famous People Buried at Highgate Cemetery

Slide 4: Interesting Facts About Highgate Cemetery

Detailed instructions provided on Google Classroom as well as printed out - if needed

Slide 1: Title Slide

- **Title:** *Highgate Cemetery*
- **Subtitle:** *A Journey Through History*
- **Your Name:** (Write your full name)
- **Design:** Choose a subtle background image of Highgate Cemetery (e.g., a scenic pathway or iconic gravestones). Add simple animations to fade in the title and your name.

Slide 2: The History of Highgate Cemetery

- **Heading:** *The History of Highgate Cemetery*
- **Content:**
 - Opened in 1839 as part of the "Magnificent Seven" cemeteries in London.
 - Designed to address overcrowded churchyards and growing burial needs.
 - Known for its Victorian Gothic architecture and lush, overgrown greenery.
 - Divided into two sections: the East Cemetery and the West Cemetery.
- **Design:** Use a vintage-themed background or a historical photo of the cemetery gates. Add transitions between bullet points for engagement.

Slide 3: Famous People Buried at Highgate Cemetery

- **Heading:** *Famous People Buried Here*
- **Content:**
 - **Karl Marx:** Renowned philosopher and author of *The Communist Manifesto*.
 - **George Eliot (Mary Ann Evans):** Famous novelist of *Middlemarch*.
 - **Douglas Adams:** Author of *The Hitchhiker's Guide to the Galaxy*.
 - **Christina Rossetti:** Celebrated Victorian poet.
- **Design:** Include photos of their gravestones or portraits of the individuals. Add transitions to reveal each name or fact one by one.

Slide 4: Interesting Facts

- **Heading:** *Interesting Facts About Highgate Cemetery*
- **Content:**
 - The cemetery is known for its elaborate Victorian mausoleums and Egyptian Avenue.
 - It's rumored to be haunted, with tales of ghostly sightings reported over the years.
 - The West Cemetery requires a guided tour to visit, preserving its unique charm.
 - The cemetery is home to diverse wildlife, including foxes and rare birds.
- **Design:** Add animations like zoom-in effects on the bullet points or images for emphasis.

Year Group: Year 3/4

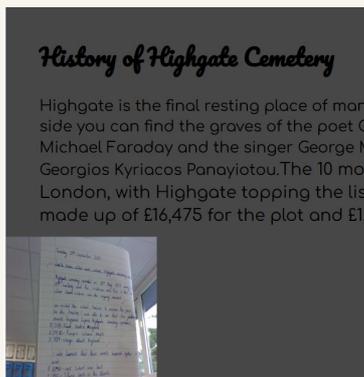
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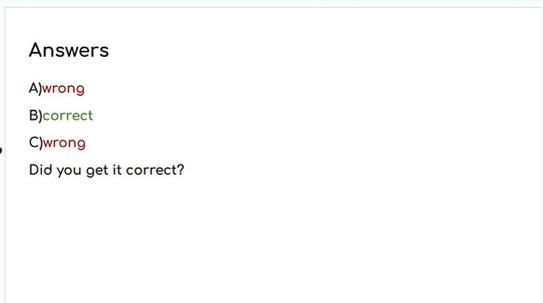
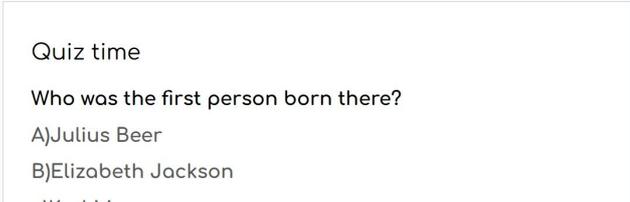
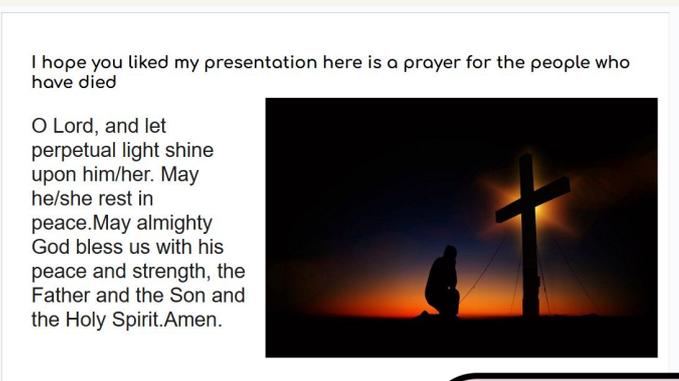
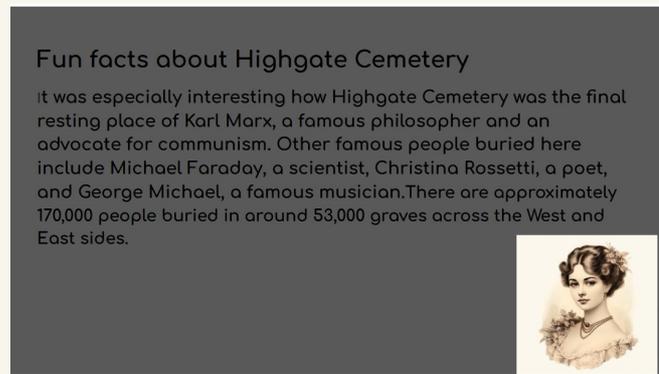
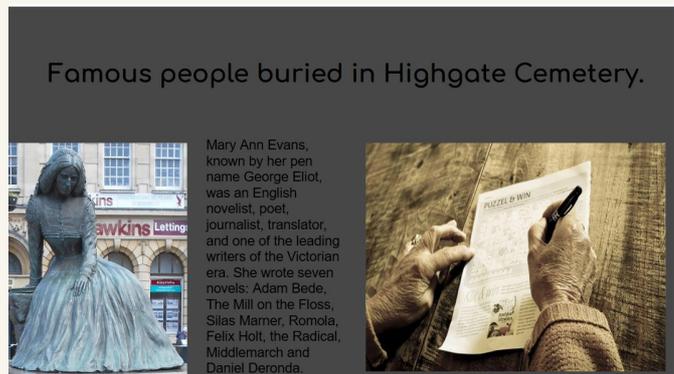
Success Criteria:

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- I can organize my findings into a structured slideshow with clear headings and content.
- I can add to my presentation using appropriate images, animations, and transitions.
- I can create at least 4 well-designed slides that communicate key points about Highgate Cemetery.

You will research and present information creatively using digital tools, focusing on the history, notable figures, and interesting facts about Highgate Cemetery.



I used animations to create a quiz and show what the answer was. I presented my slides to the rest of the class

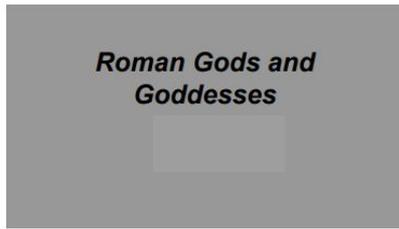


Create a set of questions based on your knowledge on the topic.

Year Group: Year 3/4

Unit Title: Google Slides

Description: Students were tasked to create slides about Gods and Goddesses (History). They had to insert, edit and format images within Google Slides.



Jupiter

- The chief of ancient Roman God was Jupiter, or Iove
- The romans identified him with an ancient greek name Zeus
- *Jupiter was a sky god who ruled from the heavens and controlled the weather*
- *Jupiter was named after the planet Jupiter*
- *Today the largest planet in the solar system is named for the god*
- *Jupiter was also a god of law and order and the protector of the roman state, the roman people and the family*



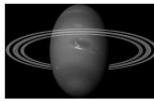
Mars

Mars was worshiped the great honner a the guardian of rome
March the mouth when winter ended when farmars could planet thi rccrops and soldiers return to



NEPTUNE

- *He was the god of sea*
- *He is most likely to be in paintings*
- *His wife is the god of spring water her name was salica*
- *The planet is named after neptune*



Students had prior knowledge of adding text, changing colour and font, theme and adding new slides. Students were easily able to insert images from google slides into their slides.

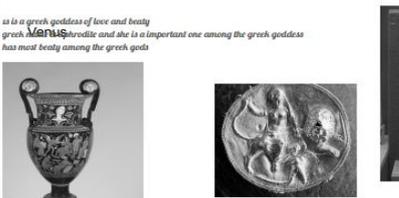


Jupiter

- *Jupiter is the god of lightning and thunder his greek name is Zeus*
- *One of the famous because he is the god of uweather*
- *The planet was named after Jupiter*



SEND students worked with a teacher/peer to add their images

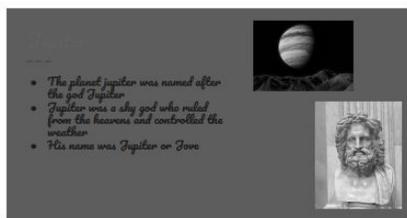


Jupiter

- *Jupiter is the god of lightning and thunder his greek name is Zeus*
- *One of the famous because he is the god of uweather*
- *The planet was named after Jupiter*



Students were challenge to find ways to insert GIF and images onto a page without being cut off/ overlapping. Students feeling confident were able to help those who were having trouble (explaining without doing it for them)



- *The planet jupiter was named after the god Jupiter*
- *Jupiter was a sky god who ruled from the heavens and controlled the weather*
- *His name was Jupiter on Jove*



Venus

- *Venus is the goddesses of love*
- *Venus is the son of Jupiter*
- *she had seven children*



Evidence of Progress Questions
Year 4 -IT-Multimedia and Digital Writing - Google Slides

Key questions	What I think	What I know
1. Why might you want to use Google Slides instead of Google Docs?  	Google slides lets you go on different pages without dragging it or deleting it.	Google slides lets you go on different slides. Google slides lets you put images.
2. Where can you find images to insert in your Slides? List as many sources as possible.	Google	Google Camera
3. What is a slide transition and why might you want to use it?	I think a slide transition is when you change page on Google slides. You write what you want to write.	A slide transition is when you change slide and you might want to do it when you finish a slide.
4. What makes a good presentation when using Google Slides? List as many skills or tips as you can think of.	I don't know	Clear explanation Easily organized Pictures Good spelling Title and subtitles

Evidence of Progress Questions
Year 4 -IT-Multimedia and Digital Writing - Google Slides

Key questions	What I think	What I know
1. Why might you want to use Google Slides instead of Google Docs?  	I don't use it. Lessons	Because you can do themes.
2. Where can you find images to insert in your Slides? List as many sources as possible.	Google. In the internet. Google.	Google slides
3. What is a slide transition and why might you want to use it?		It is where you can change how your slides move.
4. What makes a good presentation when using Google Slides? List as many skills or tips as you can think of.	You can change the colour of words and change the size.	You can make a slide transition.

Year Group: Year 4

Unit Title: Bandlab - Audio Editing

Children created their own podcast using Bandlab for Education. Children worked independently or with a partner to put their podcast together. They improved their work by adding layers and adding music effects or a jingle as well as recording their voice and discussing what makes a good sound recording. Children also looked at ways to edit music such as train, slice, sprint and fade in fade out.



I added sound effects to my podcast to make it more engaging. I used laughter!

Children included sound effects and made their recording fade in and fade out in order for it to sound more professional

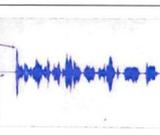
Children enjoyed making their podcasts. One of the most challenging elements were finding a quiet place to record and editing to remove background music. Children could quickly differentiate between an effective sound recording and one that needed to be improved. Children looked at how to trim their audio to remove any mistakes or long pauses.

Children worked with an adult to put their script together/transcript for the podcast. Children then read this transcript as it was recorded to support them to get their ideas together

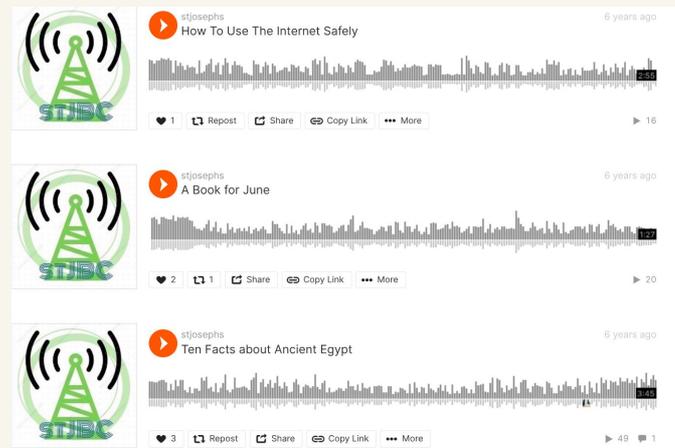
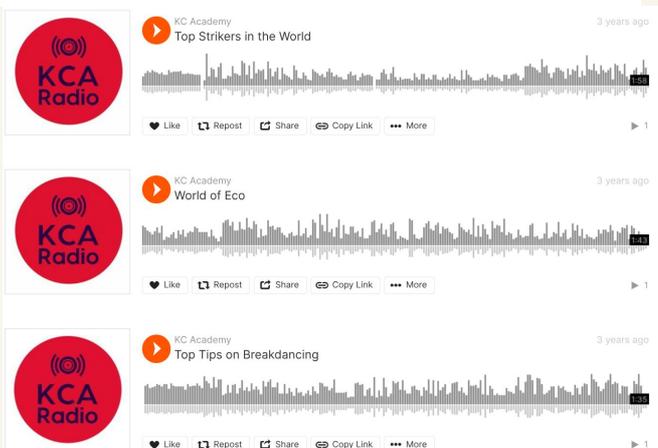
Kingston Computing

Evidence of Progress Questions

Year 4 -IT- Digital Media- Audio Editing - Chrome Music Lab-BandLab

Key questions	What I think	What I know
1. What makes a good audio recording?	Start a list: a quiet background noise recording a quiet place	Complete your list:
2. What does the waveform represent? Label the peak and the flatline. How does it help you when working with sound.		
3. What is a layered sound ? Give examples.	Sol like say I was singing and then I added a background noise that was a layered sound.	Layered sound is when you can hear a sound in a podcast. It is easier to edit.
4. What are the benefits of using a computer to create podcasts?		

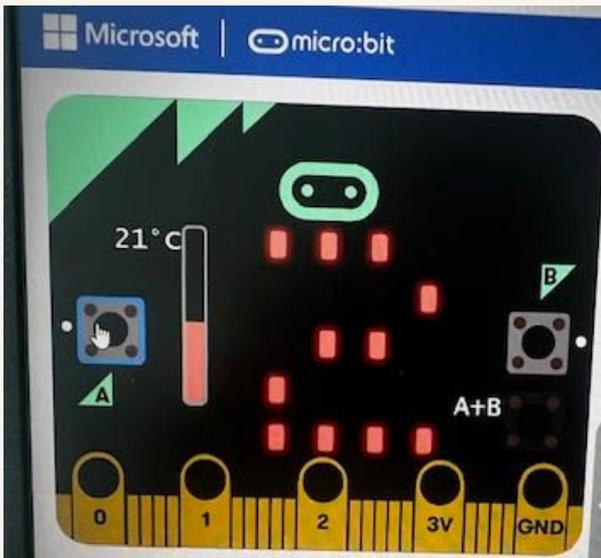
1. What is the difference between Saving and Downloading/Exporting your project?	Saving an audio means exporting the audio in a format which cannot be edited only played. Downloading is the digital transfer of music via the internet into another device.
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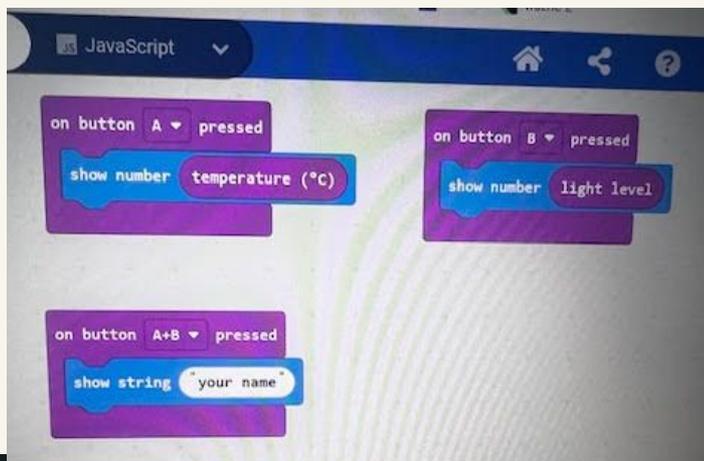
Year Group: Year 4

Unit Title: Microbit - Data Loggers

Children used Microbits to create data loggers that measured temperature, light levels, and sound. They worked independently or with a partner to record data over time, analysing the results and discussing how different factors affected the readings. The children also explored how to record and store data, using the Microbit's features to track changes and present their findings in creative ways



I added sound effects to my podcast to make it more engaging. I used laughter!



Children included sound effects and made their recording fade in and fade out in order for it to sound more professional

Place	temperature	lights level
1 treehouse	24	0
2 behind coffee cart		24
3. wood lands	25 degrees	
4. 384	25 degree	
5. metal bridge	23	21
6. Tree hut	26	22
7. Pond Pond	21	

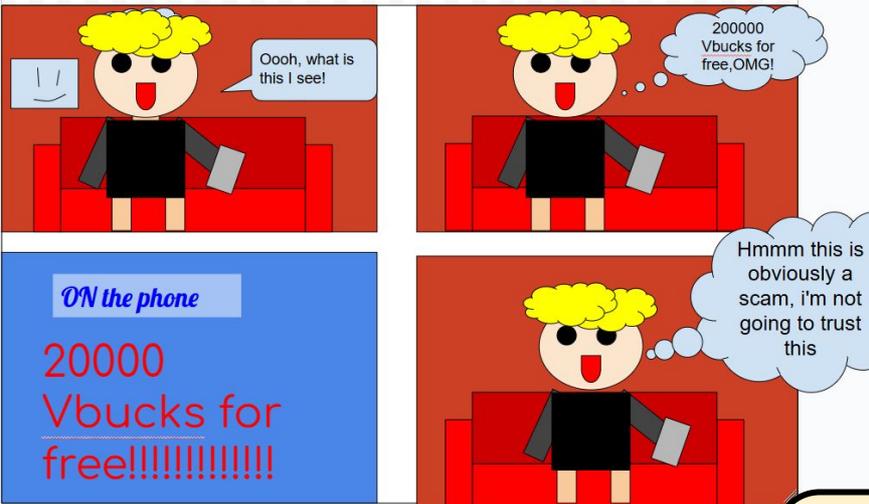
Children worked with an adult to put their script together/transcript for the podcast. Children then read this transcript as it was recorded to support them to get their ideas together

Children enjoyed making their podcasts. One of the most challenging elements were finding a quiet place to record and editing to remove background music. Children could quickly differentiate between an effective sound recording and one that needed to be improved. Children looked at how to trim their audio to remove any mistakes or long pauses.

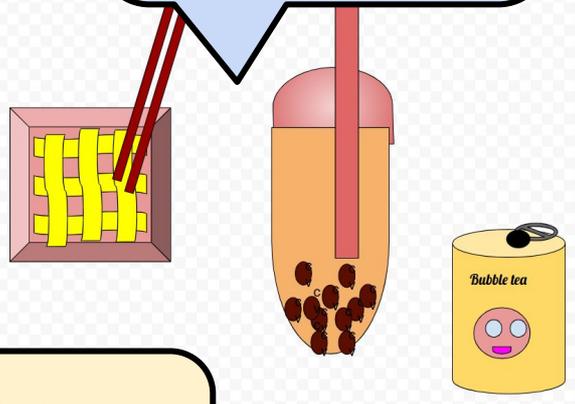
Year Group: Year 5
Unit Title: Vector Drawing

In this lesson, learners will reflect on the purpose and features of vector drawings before independently planning, designing, and creating their own using Google Drawings. They will apply their knowledge of shapes, tools, layering, and object manipulation to produce a vector image that links to a cross-curricular theme. Learners will explore alternatives, suggest improvements, and present their final work to peers for feedback. This process promotes both creative thinking and technical skill development.

Create a comic strip in which your superhero is an upstander against cyberbullying ... and saves the day! Use illustrations and captions to tell your story.

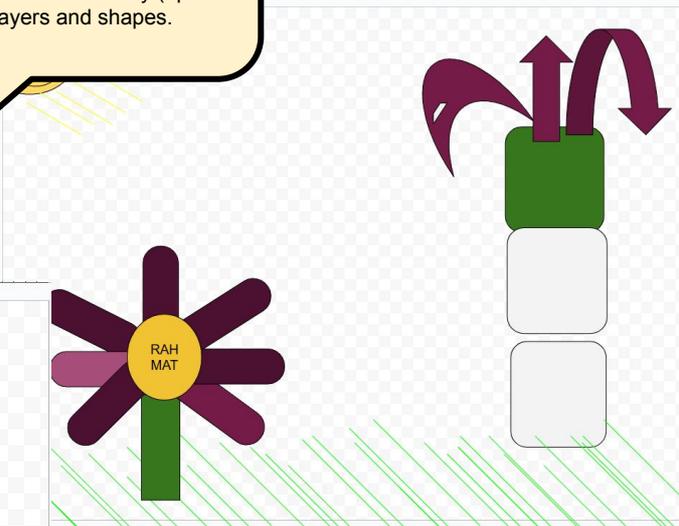


I used multiple layers in order to create my vector drawing. I moved layers to the front and back to create my vector drawing



Children really enjoyed the creative aspect of this learning. We used Google Classroom in order to set a Google Drawing. We also let the children be inspired by their surroundings and took them on a school trip to look at architecture. I had to keep encouraging children to duplicate the shapes in order to develop their idea in a more effective way

In order to scaffold the learning we presented the children with a prompt in order to develop their idea. Furthermore, we encouraged them to use not as many (up to 10) layers and shapes.



We challenged some children to improve already existing logos or replicate them, for example our school logo!

Year Group: Year 5

Unit Title: Movie Creation

Description: Pupils produce their own videos after reviewing existing examples and familiarising themselves with storyboards and camera angles.

L/O: To be able to review and assess a video.

Reviewing a video- DanTDM

Describe the video – what is happening?
The first thing in the video is a title. Then Dan shows the games he will review. He then starts playing the first game and explains how to play it while he plays. He does that for the other games. He tells the audience how many more tries he gets for each game so they know when he's going to move onto the next game.

What can you see in the video? Describe it in as much detail as you can.
The first shot is a talking head angle which is followed by a close up camera angle when he's playing the game in each camera angle we can see Dan playing or near the games. During the clip Dan is using the talking head and panning. The final shot is a screen saying GAME OVER.

If you were to make a similar video, what would you do differently?
If I was making a similar video I would change the heading sound to sound like games people play now such as Mario or Minecraft. I would also change the clothes to be more game styled and I would do the same for the background.

L/O: To understand different filming techniques.

Shot description	Which technique?
Two people at the same time.	Side by side
One person with some background detail.	Mid range
Makes a person look smaller than they are.	Long shot High angle shot
One person, emphasising the expression on their face.	Close up

In order to familiarise pupils with the medium of video, we spent the first 2 lessons exploring how to review and assess the different purpose-built and selected features that bring video production together.

The primary function for this method of introduction was to allow exposure to previously unexplored or unheard of factors in video production.

L.O: To capture video using a range of techniques

<p>Framing: Close up Technique: Fixed camera Script: Hi my name is _____ and I've been learning about filming techniques. This is a close up shot.</p>	<p>Framing: Long shot Technique: Fixed camera Script: This is a long shot. It means you can see the background, but the audio is not as good because I'm not near the microphone.</p>	<p>Framing: Long shot to close up Technique: Zoom Script: This is a zoom. The camera stays in the same place, but the zoom on the camera makes me appear larger.</p>
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Watch the different storyboard frames in action

L.O: To create a storyboard.

Video Theme - Best way to prank your friend!

<p>Shot: Close up, fixed camera Script: Hi my name is <u>Elias</u> and this is a video <u>On the best way to prank your friend!</u></p>	<p>Shot: Mid range Script: The first step is to know who you want to prank. Then you need to think of a way to prank them. You want to make something out of it - tell the friend you are and they will get the message of 'best of' thinking on how good they will think they will be when you tell them.</p>	<p>Shot: Moving subject Script: Here is a demonstration of how it should go</p>
<p>Shot: Mid Range Script: Now we will do the "Fake Talking" prank. You tell the friend you that you want to tell them a secret, then whisper to them afterwards. They will get very confused.</p>	<p>Shot: Mid range Script: The best prank is an absolute classic: The "L. Ron". You give someone a piece of paper and tell them read it later. When they read it it will say: <u>LOLO</u></p>	<p>Shot: Close up Script: Here is the end of the video</p>

The scaffolding element to this unit came into effect when pupils took to trying their hand at produce short-form videos based on given prompts and then around producing their storyboards for their own video.

The scaffolding provided was around the actual storyboard layout and then the camera-angles they had options to use when thinking about their own script

The primary challenge component to pupils video production was about their being able display more than one feature regarding camera angles and storyboard scripting.



When creating my video I used the slice tool to edit my video. I also created video transitions, audio and visual overlay. I would like to add layers of video together



Millie, Ayman, Rayan, Summer

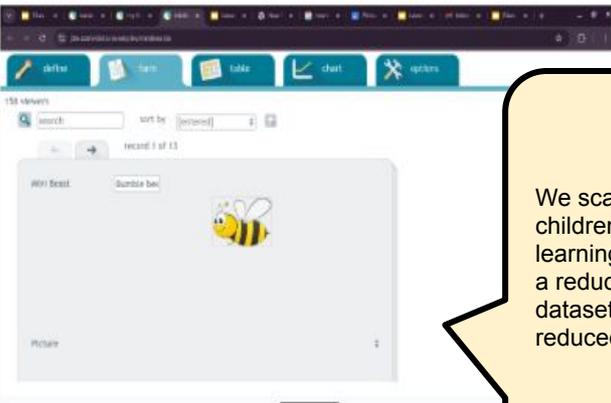


Simon, Charlotte, Cislil

Year Group: Year 5
Unit Title: J2 Database

Description: This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within J2 Database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

L/O: To use a form to record information



We scaffolded children's learning by using a reduced dataset and reduced fields

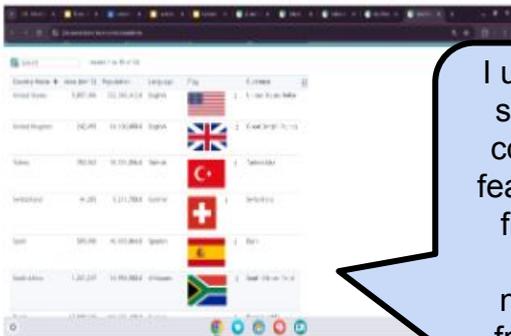
Using the 'search' and 'sort by' tools in the 'Countries' database, answer the following questions:

- Which Spanish-speaking country has the largest population?
Mexico
- Which Chinese-speaking country has the smallest population?
Hong Kong
- Which country using the Euro currency has the smallest area?
Belgium
- Which country using the Euro currency has the smallest population?
Austria
- Out of all the countries with a population of over 100,000,000, which has the largest area?
Russia

Today we were sorting data by different fields using the website J2E specifically J2DATA (copy and paste if needed to access tab) such as population and area which means that we were sorting data on countries. Once we had finished, we had to complete lesson 3 which was really good as I love computing thanks to my outstanding teacher. After that, we had to write about what we were doing today, hence why you are reading this.

Children found accessing J2Database challenging. They worked in similar ability partners to work on the dataset and interpret it in order to answer the questions

I can navigate a flat-file database to compare different pieces of information



I have sorted this data using the field Country name.

I used the sort and compare features to find the data I needed from the database

Pupils were challenged to add their own entries into the database

Year 5 - Data and information - Flat-file databases
 Lesson 5 - Comparing data visually



Creating charts to answer questions

Use the chart tool in the 'Titanic' database to create charts to answer the following questions and complete the information below:

1. Were there more males or females on board the Titanic?	Answer: There were 851 male and 466 female
Chart type used	Pie chart
x and y axes (if used)	I used the x axis
Reason for chart choice	I used the pie chart because I can see the ones
2. Who was the oldest passenger on board the Titanic?	Answer: Johan Swenson at the age of 74
Chart type used	Table
x and y axes (if used)	I didn't use the x or y axis
Reason for chart choice	I just had to click one button
3. How many males were in first class?	Answer: 329 males were in 1st class
Chart type used	Pie chart
x and y axes (if used)	x axis
Reason for chart choice	All I had to do was hover over the part.
4. How many people boarded at Belfast or Queenstown?	Answer: 16 people went to belfast
Chart type used	x-axis pie chart
x and y axes (if used)	
Reason for chart choice	

Resources are shared regularly - the latest version is available at www.ncce.org.uk

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Using the database

Using the 'search' and 'sort by' tools in the 'Countries' database, answer the following questions:

- Which Spanish-speaking country has the largest population?
Mexico has the highest Spanish population
- Which Chinese-speaking country has the smallest population?
China has Hongkong has the smallest population
- Which country using the Euro currency has the smallest area?
Belgium with 30,528
- Which country using the Euro currency has the smallest population?
Austria has the smallest population
- Out of all the countries with a population of over 100,000,000, which has the largest area?
China with 1,376,049,024

Year Group: Year 6

Unit Title: Google Sites

Padlet to access Websites:

<https://padlet.com/andrewreedie/year-6-google-sites-mmsovi9au86gnpo4>



what equipment did they use?

Contents

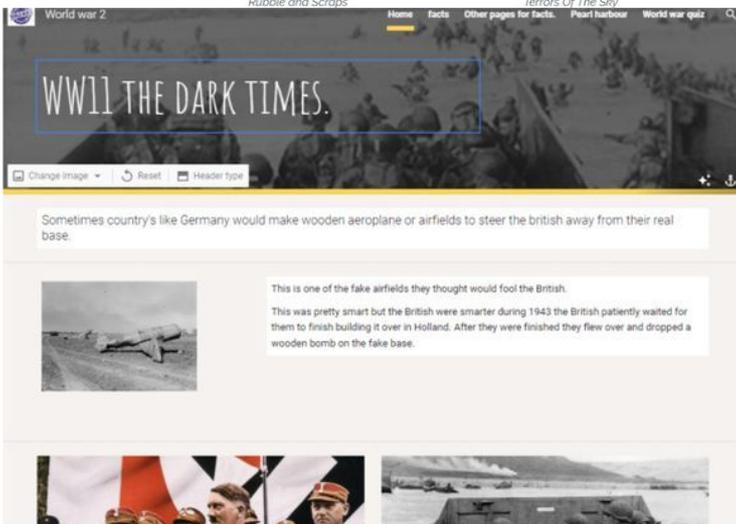
- 2.1 Revolvers and pistols.
- 2.2 Submachine guns.
- 2.3 Rifles.
- 2.4 Shotguns.



Lucy's Work



Agatha



Kyle Google



I now understand how variables can impact a game experience

Pupils created navigation menus with hyperlinks and subpages based on their site map. Some learners embedded videos or external links and evaluated how they impacted usability. Pupils explained why they selected certain layouts and how they improved accessibility or design aesthetics. Some learners even created quizzes using Google Forms and added these to their sites

Children used this project to bring together their knowledge from doc creation, presentations, videos and forms as well as knowledge about copyright free imagery in order to build their site for a specific audience

Learners were given a printed web page layout template to sketch their ideas. Teachers modelled how to insert images and text on Google Sites before pupils worked independently. Pre-selected copyright-free image websites were provided to simplify the media sourcing process.

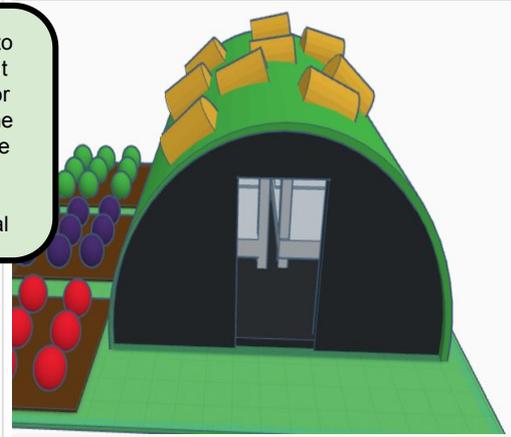
Year Group: Year 6

Unit Title: Using Tinkercad to build 3D models

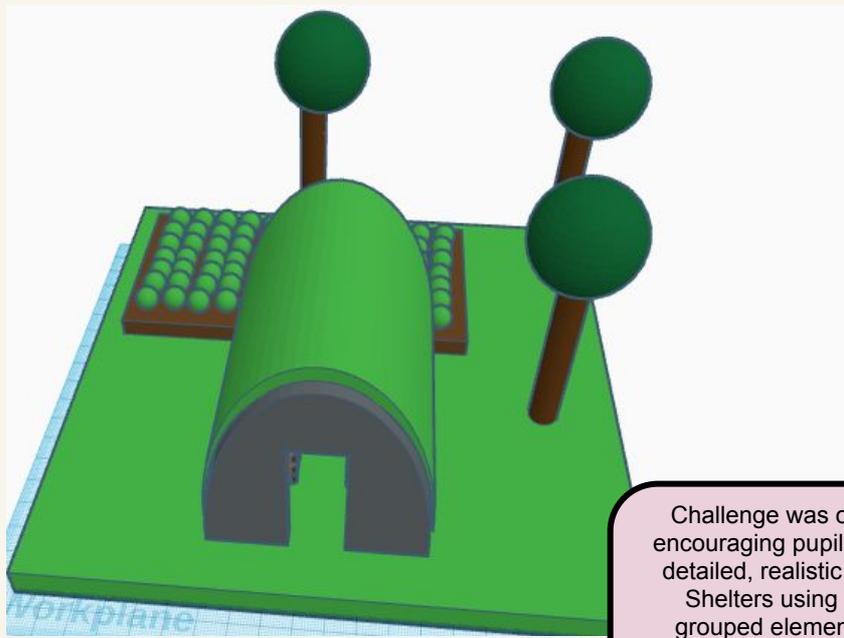
Children are using Tinkercad to create 3D models of Anderson Shelters using different shapes and creating holes to create the inside of the shelters.



As there were many elements to the game building experience it was best to start with a base for many children as to focus on the variable aspect then build in the other coding aspects. Ensuring children name their variables suitably was essential



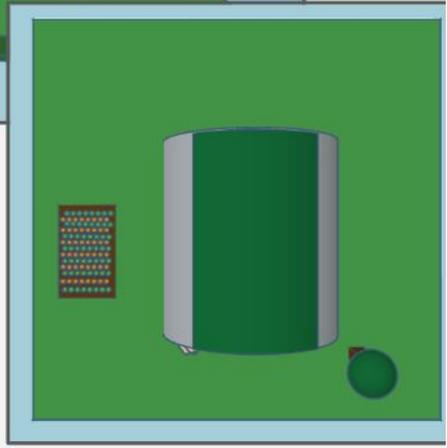
Scaffolding was provided through visual step-by-step guides, key vocabulary prompts, and pre-built base models to support learners in using core Tinkercad tools such as grouping, holes, and alignment.



Challenge was offered by encouraging pupils to design detailed, realistic Anderson Shelters using multiple grouped elements, scale accuracy, and internal features, with opportunities for reflection and explanation of design choices.

In this picture it shows what we did on tinkercad. We were making anderson shelters with only basic shapes. We also used lots of useful skills like making holes, grouping and many other things.

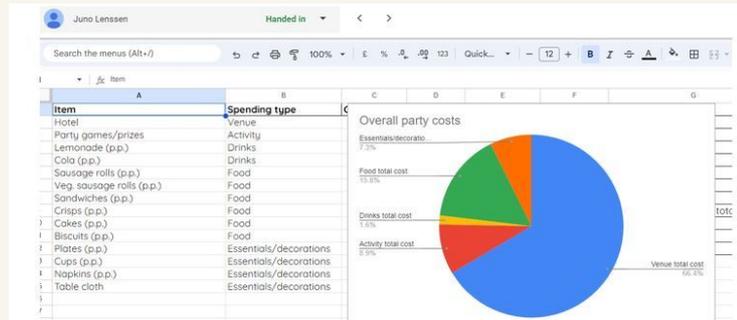
I had never known how to make holes or group things before this experience so that is definitely something that I have learnt. I found it interesting making something with only basic shapes and it was a bit of a challenge but I got through it!



Year Group: Year 6
Unit Title: Google Sheets

Children worked on creating and storing data within Google Sheets. They used formulas to help them to interpret and compare data in a time effective way.

Attendees	Budget per person
164	£15.00
Party items	Overall Party Costs
Venue total cost	£975.80
Activity total cost	£150.00
Drinks total cost	£0.10
Food total cost	£71.20
Essentials/decorations total cost	£8.35
Budget left over	£1,403.05
Total party cost	£1,056.95
Party cost per person	£20



I used a formula to add up all of the totals

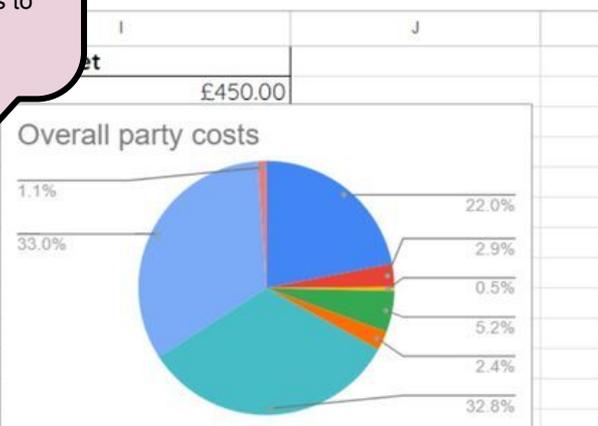
Children used spreadsheets to plan a party. They used average, totalled amounts and calculated the exact cost of the party

Item	A	B	C	D	E	F	G
Spaghetti	500	£1.00	80	42	38		£38.00
Spaghetti hoops	205	£0.55	60	38	22		£12.10
Strawberries	400	£2.00	20	19	1		£2.00
Sugar	500	£0.54	100	56	44		£23.76
Sweet corn	326	£0.47	50	20	30		£14.10
Sweet potato fries	500	£1.77	50	19	31		£54.87
Syrup	454	£1.15	15	12	3		£3.45
Tinned tomatoes	400	£0.37	80	50	30		£11.10
Toffees	170	£0.79	20	17	3		£2.37
Trifle	600	£1.78	10	8	2		£3.56
Vegetarian sausages	336	£2.00	20	20	0		£0.00
Waffles	567	£1.58	70	4	66		£104.28
Yoghurt	500	£0.75	40	37	3		£2.25
Total income:							£1,558.34

Children were scaffolded by using an add formula for the total and a subtract total to reduce additional costs. Limiting the formulas supported children's understanding

Children were challenged by using a variety of different formulas such as add, subtract, multiply and divide. They also created charts to present the data

Attendees	30
Party items	Overall party costs
Venue total cost	£150.00
Activity total cost	£20.00
Drinks total cost	£3.60
Food total cost	£35.70
Essentials/decorations total cost	£16.50
Budget left over	£224.20
Total party cost	£225.80
Party cost per person	£7.53



Year Group: Year 1

Unit Title: The different uses of Computers

Description: Children children discuss the different roles of technology at home, in school and in the wider public domain

As there were many elements to the game building experience it was best to start with a base for many children as to focus on the variable aspect then build in the other coding aspects.
Ensuring children name their variables suitably was essential

Using the PRIMM modal to avoid cognitive overload in addition to paired programming to support SEND children or those who need extra support.
Letting children use their own interests within the game

Having both negative and positive score impacts.
Putting children in the place of game designers thinking about universal design experiences such as colours, noise and how to play (physical).

I now understand how variables can impact a game experience