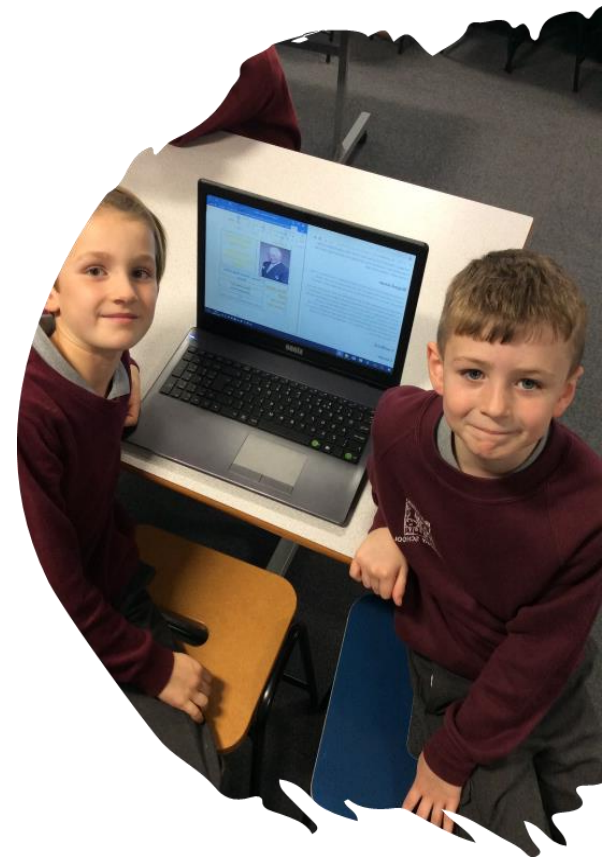


Computing Curriculum Overview



Content

- Our 'Built for Blackrod' Curriculum
- Computing Intent
- Curriculum Processes
- Computing Progression
- Subject Longterm plan and NC Coverage
- Exemplar Computing knowledge Builders
- Cultural Capital Offer
- Assessment Process
- EYFS curriculum
- Exemplar work



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

Computing Intent

Our curriculum is 'Built for Blackrod', designed with our children, parents, staff and community in mind; enabling our children to develop the skills and knowledge to prepare them for life within and beyond school. Our curriculum is designed around how children learn best.

At our school, we want pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in pupils' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education.

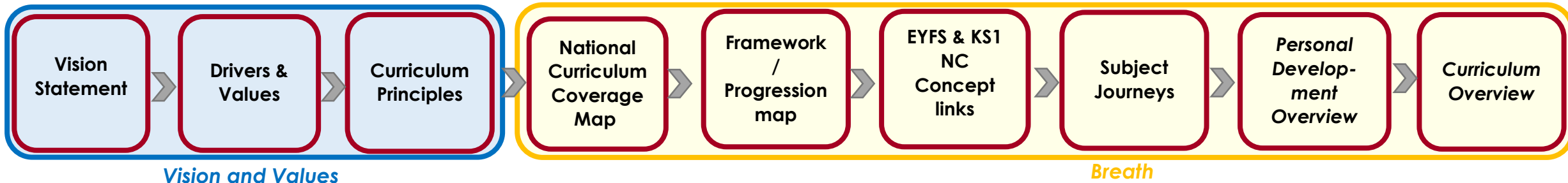
We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our curriculum that has been built for Blackrod has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists, as we believe that our children should be well informed on a wide range of career prospects and for them to aspire to both local, national and international opportunities.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Curriculum Design Processes



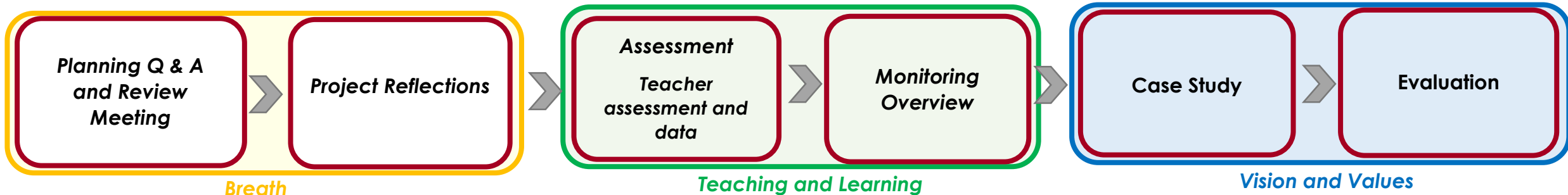
INTENT



IMPLEMENTATION



IMPACT



Computing Progression

Progression of skills

Computer Science

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Hardware	N/A	<p>Understanding what the different components of a computer do and how they work together.</p> <p>Drawing comparisons across different types of computers.</p> <p>Learning about the purpose of routers.</p> <p>Using tablets or digital cameras to film a weather forecast.</p> <p>Understanding that weather stations use sensors to gather and record data which predicts the weather.</p>	<p>Learning that external devices can be programmed by a separate computer.</p> <p>Learning the difference between ROM and RAM.</p> <p>Recognising how the size of RAM affects the processing of data.</p> <p>Understanding the fetch, decode, execute cycle.</p> <p>Learning about the history of computers and how they have evolved over time.</p> <p>Using the understanding of historic computers to design a computer of the future.</p>	<p>Understanding and identifying barcodes, QR codes and RFID.</p> <p>Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</p> <p>Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).</p>
Networks and data representation	N/A	<p>Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.</p> <p>Understanding the role of the key components of a network.</p> <p>Identifying the key components within a network, including whether they are wired or wireless.</p> <p>Understanding that websites and videos are files that are shared from one computer to another.</p> <p>Learning about the role of packets.</p> <p>Understanding how networks work and their purpose.</p> <p>Recognising links between networks and the internet.</p> <p>Learning how data is transferred.</p>	<p>Learning the vocabulary associated with data: data and transmit.</p> <p>Learning how the data for digital images can be compressed.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Relating binary signals (Boolean) to the simple character-based language, ASCII.</p> <p>Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.</p> <p>Understanding how bit patterns represent images as pixels.</p>	<p>Understanding that computer networks provide multiple services.</p>

NB. Statements in bold are covered in both cycles.

Computing Subject Journey

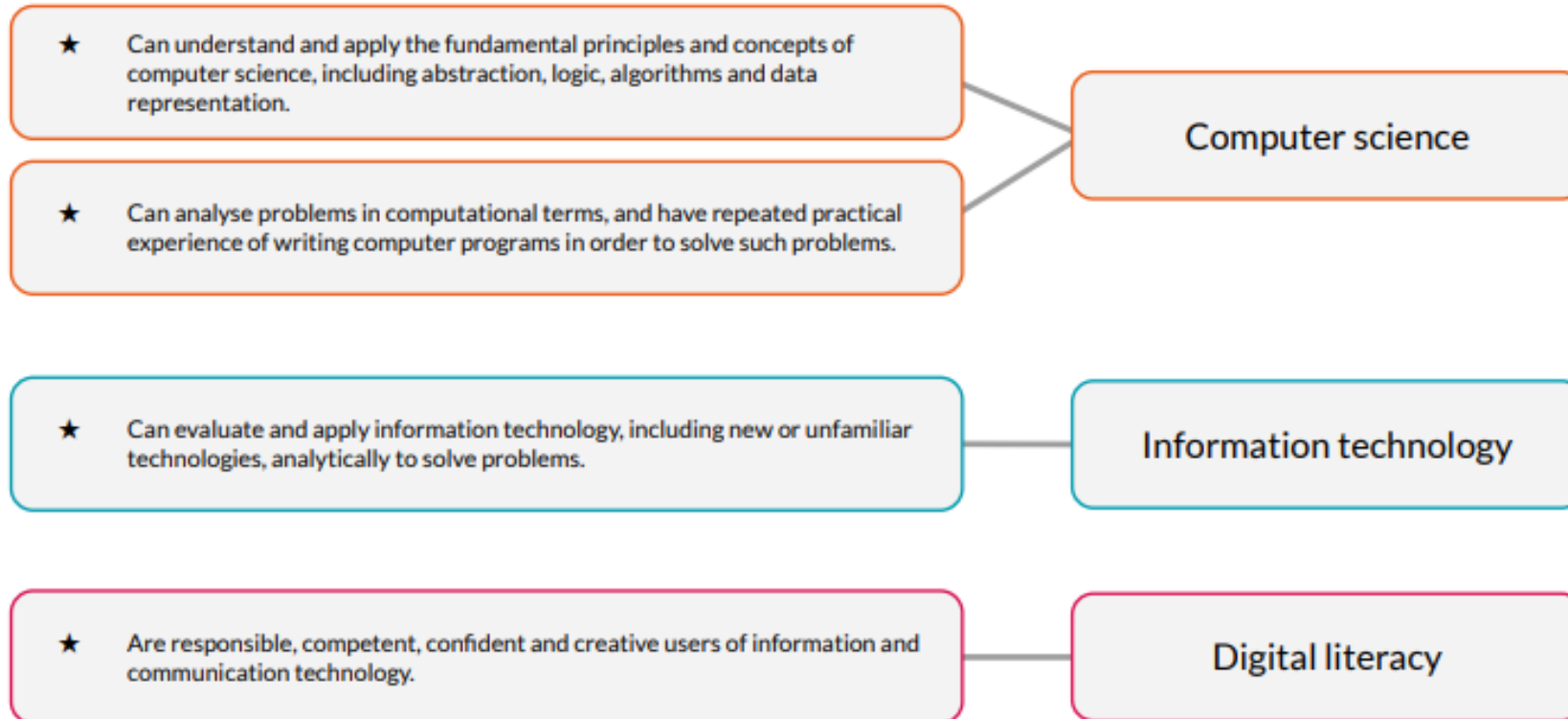
WIP – not finalised

	YFS	Computing through continuous provision	Using a computer	All about instructions	Exploring hardware	Programming Bee Bots	Data handling	
KS1 (A)	Online Safety	Improving mouse skills (Y1 unit) Computer Systems and networks	Algorithms Unplugged (Y1) Programming	Rocket to the Moon Skills Showcase (Digital Literacy)	What is a Computer (Y2) Computing Systems and Networks	Algorithms and Debugging (Y2) Programming	Word Processing (Y2) Digital Literacy	
KS1 (B)	Online Safety	Bee Bots (Y1) Programming	Digital Imagery (Y1) Digital Literacy	Introduction to Data (y1) Digital Literacy 6 lessons	Scratch Jr (y2) Programming (Computer Science)	Stop Motion (Y2) Creativity Digital Literacy	International Space Station (y2) Data Handling Digital Literacy	
LKS2(A)	Online Safety	Emailing (Y3) Use Purple Mash? Digital Literacy	Programming – Scratch Computer Science	Video Trailers (Y3) 5 lessons	Website Design (y4)	Further Coding with Sc (DL)atch (y4)	Computational Thinking (y4)	
LKS2(B)	Online Safety	Networks and the Internet (Y3) (IT)	Comparison Cards databases (y3) (DL)	Journey Inside a computer (Y3) (IT)	Collaborative Learning (Y4) (DL)	Investigating Weather (Y4) Data Handling (DL)	HTML – Skills Showcase(Y4) (DL IT)	
UKS2	Online Safety	Micro:Bit (Link to DT) (Y5) Computer Science Programming	Mars Rover 1 (y5) DL Data handling	Mars Rover 2 Skills Showcase Y5 DL	Bletchley Park (y6) IT	AI (y6) IT CS	Inventing a Product (Y6) Skills Showcase DL	
	Online Safety	Programming Music DL Y5 -link to music curriculum	Stop motion Animation (Y5) DL	Search Engines Y5 IT	Big Data 1 (CS) (Y6) DL	Big Data 2 (Y6) CS DL	Introduction to Python Y6 CS	

Computing Curriculum adapted from Kapow Primary

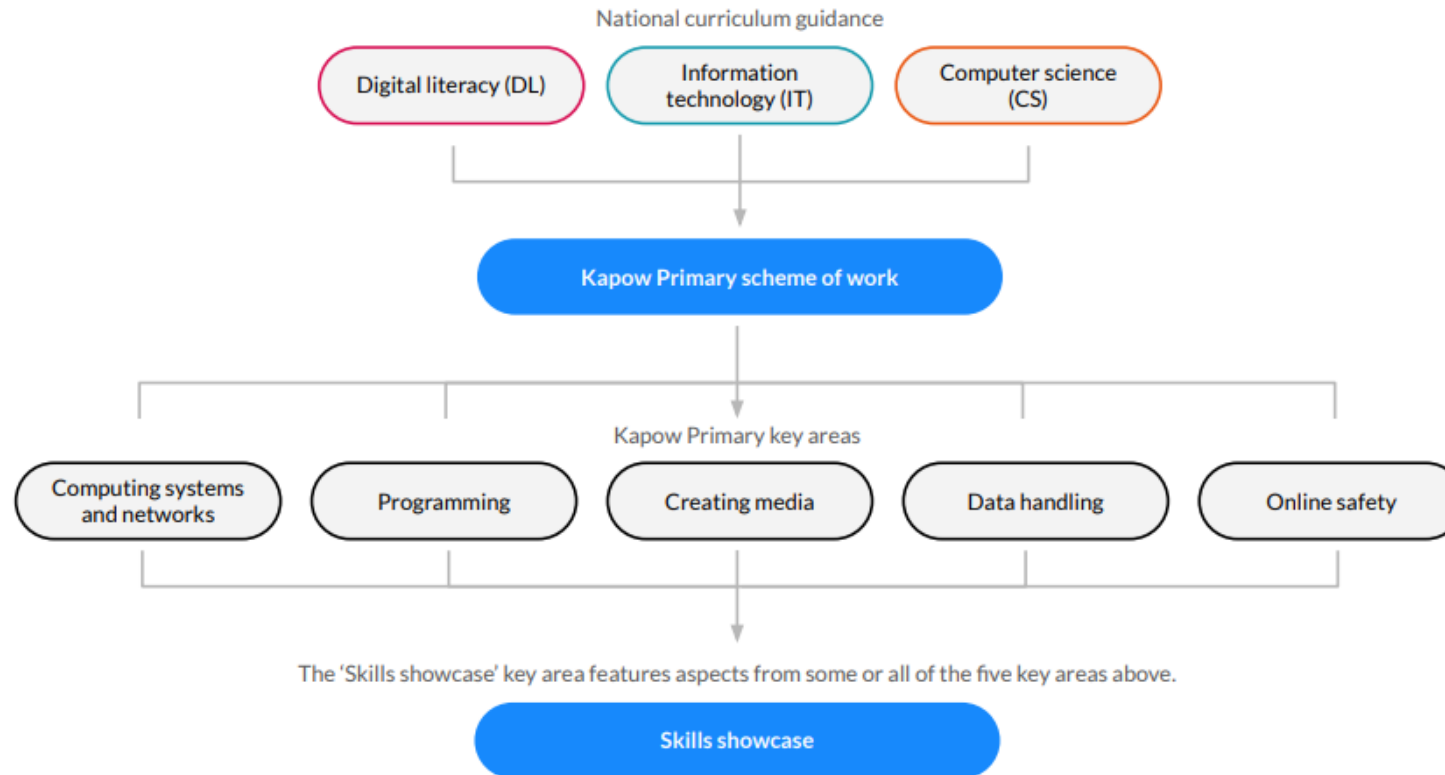
Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study for Computing aims to ensure that all pupils:

We have identified these three strands which run throughout our scheme of work:



Computing Curriculum adapted from Kapow Primary

How is the Computing scheme of work organised?



Knowledge Builders

- Support children's understanding and retrieval of knowledge

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS
UKS2 Computing – Online Safety

Enquiry Questions

- Why is it important to keep passwords safe and know how to alter app permissions?
- What are the positive and negative aspects of online communication?
- How can online information be used to form judgements?
- How can we find ways to overcome bullying?
- How does technology affect health and wellbeing?

A strong password has...

- at least 15 characters
- symbols (e.g. & £%)
- numbers (e.g. 123)
- lowercase (e.g. abcd)
- uppercase (e.g. ABCD)

(2, 3) Online communication Any form of online communication can be misunderstood. Texts may be misread or emojis or memes could be misinterpreted. Memes can be funny but can also spread misinformation.

(1) App permissions Apps require our permission for things such as accessing location or photo library. It is important to know where their settings are. Apps can track us, share our information or even endanger our safety (such as ghost mode in Snapchat)

(5) Technology can have both positive and negative effects on our health and wellbeing.

Positive

- communication with friends, it's fun
- Opportunity to learn about things around the world

Negative

- Can isolate from people
- May you from doing other hobbies

Key Vocabulary

Key Vocabulary	Definition
app	The shortened word for application is a type of computer program typically found on a smart phone or table
Bullying	The deliberate act of harming, initiating or threatening someone else to cause them physical or emotional harm
Health	The mental and physical condition of a person or living thing
judgement	To come to a sensible conclusion about a matter or a person
memes	An image or video visual with some (usually) humorous writing added to it
Online communication	The way people communicate (share and receive info) with each other over a computer network, such as the internet
Permission	The action of allowing something to happen
Well-being	The state of mind, health and happiness

(5) Tell a trusted adult if you are being bullied online or anything is making you feel uncomfortable..

Childline www.childline.org.uk
NSPCC – www.nspcc.org.uk

NSPCC

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS
Subject: Computing – Online Safety

Enquiry Questions:

- Can I understand and explain how the internet can be used to share beliefs, opinions and facts?
- Can I explain what should be done before sharing information online?
- Can I identify the effects that the internet can have on people's feelings?
- Can I understand the ways personal information can be shared on the internet?
- Can I understand the rules for social media platforms?

Fake News

Fake news is usually created to grab people's attention.

Top tips for spotting fake news:

- If it sounds too amazing or too shocking to be true - it probably isn't true.
- Consider whether the story has been featured on a main news channel or in another trusted source.
- Check the facts on a trusted website.
- Look at who is producing the story.

Phishing

Phishing can take place through different mediums, such as emails, text messages or social media.

Top tips for spotting phishing:

- Check who the sender is.
- Look out for incorrect spelling and punctuation.
- Think, is the offer too good to be true?
- Hover over a **hyperlink** before clicking on it to check if it is genuine.
- Check before opening an **attachment**.

Spam Emails

A spam email will often look like it is from a company you trust. They may contain **attachments** or **hyperlinks** that, when clicked on, cause more spam emails to be sent or a computer virus to be downloaded.

How to spot a spam or fake email:

- It will look strange or have a long email address
- The subject may say that you have won something.
- Links may be included that ask you to fill in personal information or to download something.

Fake Photos

Not all photos you see online are real. Photo editing software is often used to create fun, interesting pictures that we wouldn't be able to see without this amazing technology.

Sometimes, however, we might not realise that the photos we are looking at have been edited.

It is important to remember, lots of social media apps allow you to edit photos or add **filters** before posting them online.

Age restrictions show the minimum age you should be to use social media sites and apps.

13+ **16+**

ChildLine www.childline.org.uk
NSPCC www.nspcc.org.uk

Blackrod Primary School **Bolton Schools ICT**

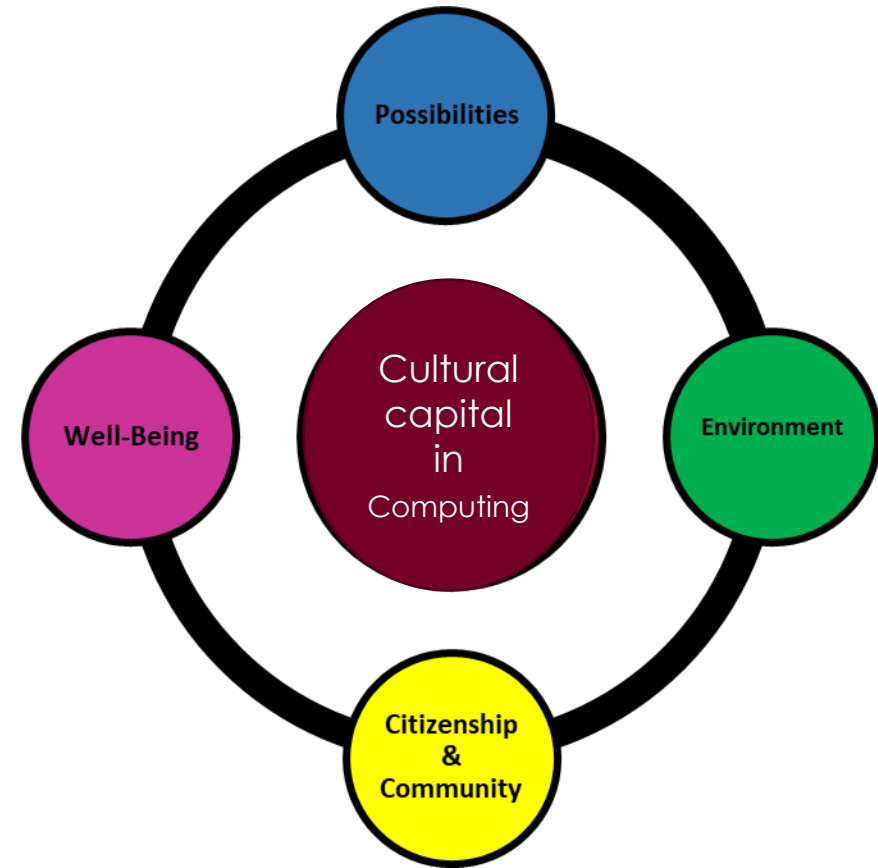
Belief	Something we accept to exist or be true, usually without proof.
Fake news	Online news or stories that are not true.
Internet	A global network of computers and servers that share and exchange information.
Reliable	Can be trusted or believed.
Fact	Something which has been proved to be true.
Hoax	A plan to deceive or trick someone.
Opinion	A view or judgement about something.
Search engine	A website that lets you search for information on the internet.
Content	Videos, images, text and messages that are interacted with online.
Share	To post an image, video or message to others online.
Permission	Allowing something to happen or someone to do something.
Charity	A non-profit organisation that supports the needs of individuals.
Organisation	A place where individuals work together towards a common purpose.
Online emotions	How you feel when using the internet.
Autocomplete	When software guesses what is being typed and suggests a word or phrase.
Internet of things	Computing devices in everyday objects that allow them to send and receive information.
Digital device	An electronic device created for a certain purpose or job.
Smart devices	An electronic device connected to other devices or the internet.

Cultural Capital Computing

What is Cultural Capital at Blackrod for Computing?

At Blackrod, Cultural Capital is seen in the way we incorporate our drivers of Possibilities, Environment, Community & Citizenship and Well-Being, into all of our areas of learning and by striving to provide the children the opportunities to experience and develop understanding of different cultural genres which may not be readily accessible to them outside of School. Throughout Early Years there are opportunities for children to become more culturally aware using the immediate environment of home, school and local area. Expectations, around pupils becoming effective communicators, are enhanced in school in partnership with increasing parental engagement. Children will be able to explore technology in a safe and often child-led way developing a familiarity with equipment and vocabulary allowing them to have a strong start in Key Stage 1 computing and all that it demands.

Computing in EYFS is centred around play-based, unplugged activities that focus on building pupils' listening skills, curiosity, creativity and problem solving. Pupils will be able to take a photograph with a camera or tablet, play games on the interactive whiteboard or on iPads, use a BeeBot, watch video clips and listen to music.

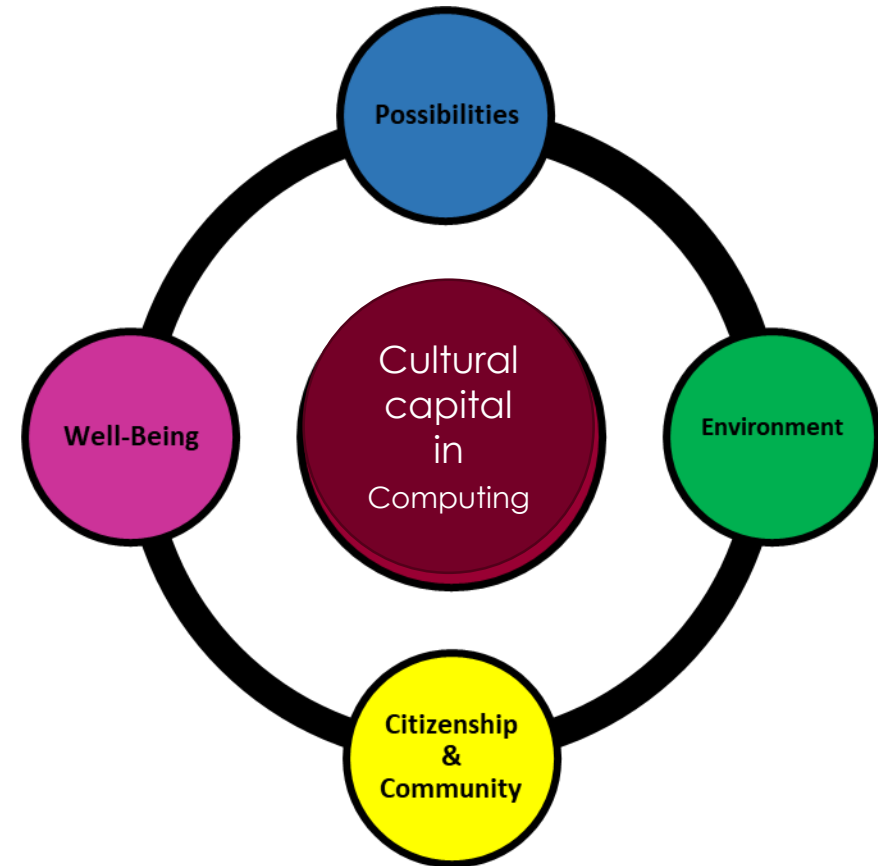


Cultural Capital Computing

Throughout Key Stage 1 there are opportunities for pupils to identify technology and how its responsible use improves our world in school and beyond. Through creating media, our pupils can digitally paint, write and format text, capture and change digital photographs and create musical compositions. Pupils will also be able to create and debug programs using logical reasoning along with designing algorithms and programs. Pupils will be able to group and label data and represent information using simple pictograms.

Throughout Key Stage 2 pupils' life skills are further developed to show an understanding and demonstration of the attitudes needed to recognise their own and others, social, emotional and mental wellbeing. The varied and rich enhancements offered to pupils develop their range of vocabulary and debating skills around current affairs. Understand the interrelated networks within computers, including the World Wide Web and how the Internet can be used to communicate and be searched to find information. Pupils will develop the skills to create and develop stop-frame animations, edit photos, audio and videos, create vector drawings and 3D models and be able to design their own webpages. Programming skills will be further developed through selection, variables in games and sensing.

Pupils will develop their data and information skills further through their creation and use of flat-file databases and spreadsheets. By the end of primary school, pupils are confident and clear communicators who are able to articulate their views and opinions, in a range of situations, thus enabling them to become responsible citizens who enhance the community they live in. By giving the children the opportunity to lead their learning, alongside accessing enhancements such as educational visits, speakers, workshops etc. whilst engaging with the local community and their environment on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.



BPS's Computing Cultural Capital offer includes:

- A progressive **vocabulary** overview
- Computer Suite **reading area enhancements** •
- Computing project provision **resources**
- **Significant people** - computing pioneers embedded into subject journey •
- Termly **projects loans** in classroom provision
- E-Safety Champions ●●●
- **School trips** –
 - Active workshops within Bolton ICT (suspended due to COVID 2021/22) ●●
- **School visitors** –
 - STEM Morning – Whole School •
- **Enhancement days and assemblies**–
 - Safer Internet Day ●●
 - Mini Enterprise - children gain the opportunities to develop financial literacy and the knowledge and skills to prepare them for what come next in their lives●●
- **Extra-Curricular Clubs** –
 - Computing club

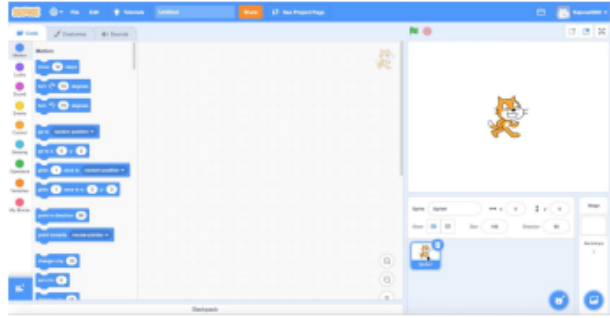
Computing Assessment

Formative assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those children who are secure.

Year 3 - Programming: Scratch

Use this image to answer the following questions:



1 What does the image show?

2 What does one of the different sections/windows allow you to do?

3 What can you create with this program? Give some examples.

Summative assessment

Children have end of term, endpoint quizzes and skills catchers to support teacher project judgement across the year.

Adaptive Teaching and Assessment

Depth of Learning <i>Progress Descriptors</i>	Cognitive Challenge	Predominant teaching method	Types of success criteria	Nature of Progress	Support	Typically children will...
Emerging	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. steps to success)	Acquiring	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure and list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Embedded	High level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. remember to include)	Practising	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Secure	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.

Early Years Computing

- Children in the Early Years learn best through play and practical application of skills. Our computing scheme has been designed to align with cutting-edge Early Years pedagogy to ensure that not only are children accessing relevant areas of the curriculum but that they remain highly involved and engaged while doing so. Our lessons involve a blend of teacher-led activities, enhanced provision provocations, active games and independent tasks. The age appropriate sessions ensure that children are seamlessly moved from one activity to the next, without time to disengage from learning.



PICASSO - LONG TERM PLAN

		Autumn		Spring		Summer	
Understanding the world	Geography	Where I live and my community	Different homes and landscapes	Comparing Places; similarities, differences in contrasting environments	Mapping the world Name and Locate	Holidays, place and journeys.	Map Making e.g. treasure map
	History	Peek into the Past			Adventures Through Time		
		Toy Box	Spot the Difference Past and Present	Can you guess who? Past and Present My life Timeline	Family Tree Wearing the crown	Adventures Through Time: Picture Detectives Transport Through Time	My achievements Treasure Box
	RE	Being special: where do we belong? Festivals/Events Rosh Hashanah Yom Kippur Harvest	Why is Christmas special for Christians? Festivals/Events Diwali Hanukkah Christmas Remembrance Day Advent	Why is the word 'God' so important to Christians? Festivals/Events New Year's Day Ash Wednesday St. Valentine's Day St David's Day Shivaratri	Why is Easter special to Christians? Festivals/Events Holi Palm Sunday Passover Easter St. Patrick's Day Start of Ramadan and Eid Al Fitr (breaking of the fast) Mothering Sunday	What places are special and why? Festivals/Events Shavuot End of Ramadan Jewish Passover St. George's Day	Times/ Stories that are special Festivals/Events Summer Solstice Eid Al Adha
Science	Understanding my body – Body Parts	Understanding my body - Our Senses	Living things	Materials	Plants	Earth and Space	



Curriculum Examples

KS1 Examples

Knowledge Builder - Digital Citizenship - KS1

Digital Citizenship Vocabulary

Digital Citizens	A person who develops the skills and knowledge to be online safely and effectively.
Digital footprint	The information about you that exists on the internet as a result of your online actions.
World Wide Web	A collection of webpages based on a network of computers.
Privacy settings	These settings allow you to control who sees information about you.
Social media	Websites and apps that enable users to create, share or participate with online ideas that you have about your own qualities and abilities and knowing that this is what makes you unique.
Self-image and identity	Between two or more people in the way they feel and behave towards each other when online compared to face-to-face.
Online relationships	What kind of person others think you are based on the things you say and do online.
Online reputation	When people use the internet, phones or other technology to threaten, tease or embarrass another person.
Health and Wellbeing	Understanding the impact technology has on health, well-being and lifestyle.

What would your avatar look like?
Do you have a 'cool' username and strong password?

What should you do if you get a 'butterfly feeling' about online?
Remember to save evidence of the thing that has made you feel uncomfortable. Check your privacy settings and use the tools in the game / app to block and report the user. If you need further advice there are sites that can help, e.g. CEOP, Barnardo's and Childline.

Think of your Password as a toothbrush with anyone else?
Would you share your toothbrush with anyone else?

THINK
Think before you post
Think before you click
Think before you share

My Digital Footprint

CYBER-BULLYING
Staring
Name-calling
Exclusion
Mean things

Me in the real world, me online, how are they different?

You shouldn't put things on a dance address for are asked

bont cross the rob bi your a bonus bont take to strajis askes you self cross with now rem.

ILVV disred.

as becos I love

23/9

Digital Footprints

I now Tik Tok But I doo not go on Tik Tok - Aria

I Like YouTobia becos I watch Tra ctors v.s. dpo.

I Love watching youtube becos I love mine craft

I Love to go on R munn's son bus I Love fat car gams.

I hath a surch les avce malio is a god gero

C/DCI I can talk about my digital footprint and explain how other people may look and act differently online and offline

I LIKE YOU TUBIA dot kom

KS1 Examples

30/9

C/DC5 I can explain why I have a right to say 'no' or 'I will have to ask someone'

Videos

What is good about videos?

What is bad about videos?

They are fun. Ryan

You can learn things of videos. Nylan

You can learn things of videos. Reuben.

Don't watch them if they are scariest. Emily

Be frightening. Aria

C/DC5 I can give examples of when I and explain why this is important.

They might teach you things that are not good. James

C/DC5 I can give examples of when I use technology to communicate and explain why this is important. This might be risky. (e.g. email, online games)

7.10

C/DC5 I can explain why I have a right to say 'no' or 'I will have to ask someone'

How do we keep safe online?

Don't reply to people you don't know. Isaac.

Don't tell anyone what you live. Henry.

C/DC5 I can explain why I have a right to say 'no' or 'I will have to ask someone'

Don't tell people your name. Noah

Don't send a picture to everyone. Biddy

Don't talk to strangers. Luvy

Ask mum if you can go on. Orla.

Tell a grown up. Wren.

Don't send a text to someone you don't know. Ethan

JESSIE & FRIENDS

KS1 Examples

Bolton Schools ICT

Knowledge Builder – Digital Literacy – KS1 'A'

Digital Literacy Vocabulary

Digital Literacy	Having the skills to live, learn, and work where communication and access to information is increasingly through technology
word processing	Writing on a computer
keyboard keys	Letters, numbers and symbols needed to type on the computer
sentences	A group of words that make an idea
punctuation	All sentences need punctuation, just the same as writing
caps lock	Caps lock will type all capitals letters. Hold down shift and press a key to type one capital letter or type the top symbol. Press space bar once to add one space.
document	A piece of writing or word processing
cursor	The flashing line that shows where you will type or insert a picture
insert	Put something into a document, like a picture
formatting	Making the writing look different
abstraction	Being able to focus on task before the look and feel e.g. colour, size, background

Backspace – this will delete text behind the cursor **Delete – this will delete text in front of the cursor**

Main word processing keys – shift, caps lock, full stop and space bar

Enter / Return – sends the cursor to the next line. Also press to choose OK, like when logging in.

UNDO – go back to the last thing you did **REDO – change the undo**

Keyboard Shortcuts

Ctrl + b	Ctrl + i	Ctrl + u
Bold	Italic	Under

We know why our passwords need to be kept secret.

We can use our knowledge of our school website to find the Purple Mash website.

We can use our usernames and passwords to log onto the computer.

We can use our personal usernames and passwords to log onto Purple Mash.

PERSONAL INFORMATION

We know that our passwords are Personal Information. Our address, phone number, date of birth and full names are Personal Information.

We know that pasting a photo of ourselves online might not be safe.

We know what is meant by Personal Information.



KS1 Examples

my name is leon leon is beautiful .

My name is Evelyn Brown. I live in Blackrod.

C/DL3 I can format my typing in a number of ways (size, colour, font).

MY NAME IS Isaac LABRES. I LOVE PITER WHITH HUMES . I HAVE A FRENDD CALLD LUCY.

C/DL5 I can type simple sentences using the correct format (capital letters, space and full stop) and make text bold / italics / text alignment etc.

My name is Georgia. I live with my Mum, Dad, sister Bella and my other sister is caul

My name is lucy

My name is Myles. I live in blackrod. I love

Blackrod is
mainly houses.

Blackrod is a peaceful village.

THERE IS 2 SCHOOLS IN BLACKROD. I LIVE IN BLACKROD AND MY OTHER HOME IS IN SPANE. MY NAME IS AVELINE I HAVE A DOG. - Aveline

Blackrod is a kind vilage whith lots of nise people. You can make lots of frends in blackrod.it is a lovlv - Emily

Blackrod is an amazing vilage. It has only 2 schools. - Evelyn

I can format my work by changing the size of the font.

I can use a short cut. Aveline

I can format my work by changing the size of the font.

I can use a short cut. Aveline

C/DL4 I can use the main keys for typing e.g. shift, space bar, full stop.

Tom is nies. - Tom

I am Jonah. - Jonah

My best friend is JUDE AND ROSIE - Florence

My name is Noah. I am 6 years old. I luv toys. - Noah

My friends are tom and ethan and nyan nancy - Bobby

The hows numb 4 barnayk - Wren

I love my mummy so much and my daddy so much. You eigh are funny above play - Ethan

Blackrod is a beautiful vilage. There are to school,s in blackrod.

C/DL8 I can use the undo key to fix a mistake.

I can do a space cut James J

IN BLACKROD YOU CAN GO ON A TRAIN TO MANCHESTER. - Isaac

C/DL5 I can type a simple sentence using the correct format (capital letters, space and full stops) and make text bold / italics / text alignment etc

I can format my work by making it bigger

Blackrod is a glories vilage. We have two schools. - Georgia

Blackrod is a wonderful plase. - Aubree

I love my sister. my name is Nylah. My dogs name is coc0. You are the best. I love evree one. You are cool.

My name is Isaac. I like humes and piter. I lith at the barn at robin hill barn east

InHorich.

My name is Evelyn and I love choclote pancakes. I live at 334 manchester roud.

The ship hit a rock and sank.

My name is Emily and I hav an frend caid aria.my laft food is petsa but I love school the moset i hav a bruvver

My frens ar bobby and ethan tom Nancy , MY NAY IS Ryan my dog is cold

My name is orla. My am a is orla.

Hello my name is myles.

My mummy is cold Anack. And m

I love peasa. My frend is wren.

My name is aria AND i love shcool.

My name is Reuben and my friend is Lucy.

My name is ethan, and I love my mummy. My name is ethan and my frends are ryan and bobby expeshly nancy

My name is ethan, and I love my mummy. My name is ethan and my frends are ryan and bobby expeshly nancy

My name is ethan, and I love my mummy. My name is ethan and my frends are ryan and bobby expeshly nancy

My name is ethan, and I love my mummy. My name is ethan and my frends are ryan and bobby expeshly nancy

My name is ethan, and I love my mummy. My name is ethan and my frends are ryan and bobby expeshly nancy

LKS2 Examples

Y3
I can use technology safely, respectfully and responsibly and talk about my online footprint.

I can explain what is meant by the term identity and how people can represent themselves in different ways online.

19.09

Monday 19 September
Profile 1

Profile picture:

Name: Harper
Address: 31 Woodhouse Lane
Phone number: 01223 899988
Friends: Kyle, Nig, Ethan, Matt, Alvin, Sam, Sara, Amy, Olivia, Ella and Robyn
School: Blackrod Primary
Clubs: Fox Box, Swimming and Kiting
Likes: Choccy laces, Hugging my mummy and playing with my swimming goggles

Online Identity
Profile 2

Cover Photo:

Profile name: girl365
Hobbies: singing, singing and dancing.
Likes: Pink, my Roblox and watch anime
Skills:

and up and on up

Y4
I can explain how my online identity can be different to my offline identity and talk about my digital footprint.

Explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.

Monday 19 September
Profile 1

Photo:

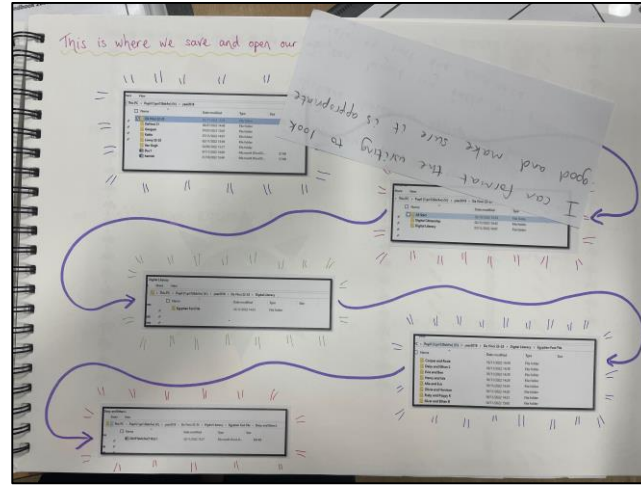
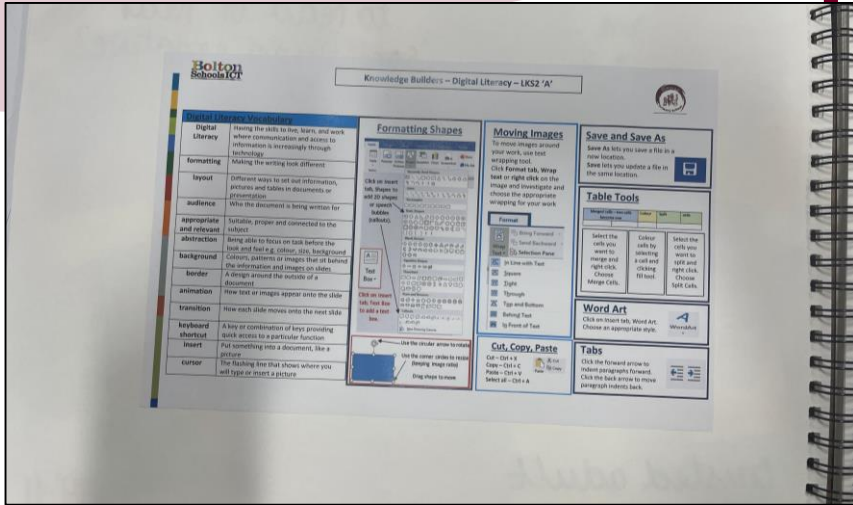
Name: Ruby May
Address: 169551 Chomey New road
Friends: Olivia, Pappy K, Mia Evia, I 50.
School: Blackrod Primary School
Club: After school club
Likes: Todays, Slime, 20, 21, 22, 23, 24, 25

Online Identity
Profile 2

Cover picture:

Name: Lily Jade Paddy's
Hobbies: playing with slime
Skills: getting it 05

LKS2 Examples



We have used our learning from our Ancient Egypt project to produce a fact sheet with our digital literacy skills.

C/DL33 I can choose, select and use a combination of software to present my work.

C/DL34 I can select appropriate tools to add emphasis and effect to my work.

C/DL37 I can consider whether my work is suitable for the audience.

I have chosen an appropriate border.

I know that the cursor shows where my writing will appear.

I have used word 2010 to make a fact sheet.

