

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWP/CZS/BV

Physical health and wellbeing
Keeping safe and managing risks
Mental health and emotional wellbeing
Drug alcohol and tobacco
British Values

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition
and subtraction, multiplication
and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: COMPUTING

👁 Intent - We aim to...

The purpose of education is to impart knowledge and inspire a love of learning in young people. Computing is an essential part of this, it aims to develop students understanding of the role of technology in everyday lives as well as its potential for creativity. In an ever increasing technological world it is essential that we equip our students for the future. The computing curriculum will therefore prioritise the teaching of coding, internet safety and digital literacy with a strong emphasis on the ability to be creative and create. Children should be aware of the possibilities provided by a strong understanding of coding and the power of digital literacy.

⚙ Implementation - How do we achieve our aims?

EYFS

Children in the EYFS are exposed to a range of technology and technological toys, which help to develop an understanding of the purpose of technology in their environment. They are exposed to real objects such as cameras and touchscreen devices i.e. iPads where they are able to engage with simple age-appropriate software and create content through the taking of images or video recording. Staff will discuss the function of various everyday objects and their purpose. As children progress they will develop an understanding of the internet and it uses, retrieving information of interest to them with adult support.

KS1 Computer Science: Coding

Children will understand what algorithms are and how they are used a programmes on digital devices. This begins with practical coding and that coding at its most basic is a series of instructions. Children will then move on to understanding the basics of code with Apples '**Get started with Code 1-4**' where they will create and debug simple programs using logical reasoning to predict to behaviour of simple programs. Finally when students have mastered these skills they will move on to using **CodeSpark** where they can apply and develop these skills. (In this instance KS1 includes Yr3)



KS1 Information Technology: Media/Storage

Children in KS1 will begin to develop the skills required in order to use technology to purposefully create, organise, store, manipulate and retrieve digital content. Teachers will use the '**Computing Skills Progression**' document to ensure children are able to use a variety of iPad based programs such as Pages, Keynote and Showbie to meet the above. This is done through the integration of such programs into the wider curriculum which will allow students to see the practical application of these skills.



KS1 Digital Literacy: E-Safety

Once children have developed their confidence in the use of technology they will begin to focus on its role in their lives and how to use it safely.

Using **Natterhub's** national curriculum aligned scheme students in KS1 will explore themes of online safety, online behaviour and the balance of time spent online with other areas of life.

These lessons are supported by teacher led discussions and independent work recorded on Showbie



KS2 Computer Science: Coding

Once children have mastered the basics of coding in KS1 they will deepen this understanding through the use of Apples Coding app **Swift** with '**Learn to Code 1**' and '**Learn to Code 2**'.

Through these resources teachers will take students through the steps of writing and debugging simple algorithms and programs before moving on to designing, writing and debugging programs designed to accomplish specific goals. This may include controlling physical systems such as bots or drones.

Part of this process will involve decomposing programmes and the use of logical reasoning to identify issues. Children may wish to continue using 'CodeSpark' to enhance learning.



KS2 Information Technology: Media/Storage

As children move into KS2 they will continue to enhance their computing skills supported by teachers through the use of the '**Computing Skills Progression**' document to ensure that students are confident in the use and functions of a variety of programs designed allow the creation, organisation, storage, manipulation and retrieval of digital content. Through the continued use of a variety of iPad programs though out the wider curriculum. Children will be able to create increasingly complex and purposeful content which they are able to store in an organised and efficient manner. KS2 will also develop the effective use of search technologies enabling students to appreciate how results are selected and ranked while being discerning in evaluating the content. (Supported by Natterhub)



KS2 Digital Literacy: E-Safety

In KS2 children should be confident users of technology and as such spend more time focus on using it in a safe and purposeful manner.

With the continued use of **Natterhub's** national curriculum aligned scheme students in KS2 will deepen their understanding of Online safety as they learn about the role of passwords and protecting personal information. They will understand that their online behaviour not only impacts others but themselves as well and once something is online it is hard to remove it again. While encouraging an understanding of the need to be critical of content viewed online.

These lessons are supported by teacher led discussions, group work and independent work recorded on Showbie.



✅ Impact - How will we know we have achieved our aims?



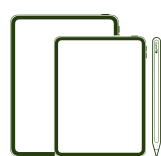
Children are actively engaged and thoughtful in lessons



Teachers will have high expectations and quality evidence will be presented in a range of forms.



Children will use digital and technological vocabulary accurately.



Children are confident using a range of hardware and software - producing high-quality products.



Children understand that the 'digital world' is a part of their world and extends beyond the school



They will be confident and respectful digital citizens.

SUBJECT: COMPUTING

E-Safety						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can ask an adult when I want to use the Internet.	I can keep my password private.	I can explain why I need to keep my password and personal information private.	I can talk about what makes a secure password and why they are important.	I choose a secure password when I am using a website.	I choose a secure password when I am using a website.	I protect my password and other personal information.
I can tell an adult when something worrying or unexpected happens while I am using the Internet.	I can tell you what personal information is.	I can describe the things that happen online that I must tell an adult about.	I can protect my personal information when I do different things online.	I can talk about the ways I can protect myself and my friends from harm online.	I can talk about the ways I can protect myself and my friend from harm online.	I can explain the consequences of sharing too much about myself online.
I can be kind to my friends.	I can tell an adult when I see something unexpected or worrying online.	I can talk about why I should go online for a short amount of time.	I can use the safety features of websites as well as reporting concerns to an adult.	I use the safety features of websites as well as reporting concerns to an adult.	I use the safety features of websites as well as reporting concerns to an adult.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
I can talk about the amount of time I spend using a computer / tablet / game device.	I can talk about why it's important to be kind and polite.	I can talk about why it is important to be kind and polite online and in real life.	I can recognise websites and games appropriate for my age.	I know that anything I post online can be seen by others.	I know that anything I post online can be seen by others.	I can explain the consequences of spending too much time online or on a game.
I am careful with technology devices.	I can recognise an age appropriate website.	I know that not everyone is who they say they are on the Internet.	I can make good choices about how long I spend online.	I choose websites and games that are appropriate for my age.	I choose websites and games that are appropriate for my age.	I can explain the consequences to myself and others of not communicating kindly and respectfully.
	I can agree and follow sensible e-Safety rules.		I ask an adult before downloading files and games from the Internet.	I can help my friends make good choices about the time they spend online.	I can help my friends make good choices about the time they spend online.	I protect my computer or device from harm on the Internet.
			I can post positive comments online.	I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.	I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.	
				I comment positively and respectfully online.	I comment positively and respectfully online.	

Programming						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can make a floor robot move.	I can give instructions to my friend and follow their instructions to move around.	I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.	I can break an open-ended problem up into smaller parts.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.
I can use simple software to make something happen.	I can describe what happens when I press buttons on a robot.	I can tell you the order I need to do things to make something happen and talk about this as an algorithm.	I can put programming commands into a sequence to achieve a specific outcome.	I can use an efficient procedure to simplify a program.	I can use an efficient procedure to simplify a program.	I can explain and program each of the steps in my algorithm.
I can make choices about the buttons and icons I press, touch or click on.	I can press the buttons in the correct order to make my robot do what I want.	I can program a robot or software to do a particular task.	I keep testing my program and can recognise when I need to debug it.	I can use a sensor to detect a change which can select an action within my program.	I can use a sensor to detect a change which can select an action within my program.	I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.
	I can describe what actions I will need to do to make something happen and begin to use the word algorithm.	I can look at my friend's program and tell you what will happen.	I can use repeat commands.	I know that I need to keep testing my program while I am putting it together.	I know that I need to keep testing my program while I am putting it together.	I can recognise when I need to use a variable to achieve a required output.
	I can begin to predict what will happen for a short sequence of instructions.	I can use programming software to make objects move.	I can describe the algorithm I will need for a simple task.	I can use a variety of tools to create a program.	I can use a variety of tools to create a program.	I can use a variable and operators to stop a program.
	I can begin to use software/apps to create movement and patterns on a screen.	I can watch a program execute and spot where it goes wrong so that I can debug it.	I can detect a problem in an algorithm which could result in unsuccessful programming.	I can recognise an error in a program and debug it.	I can recognise an error in a program and debug it.	I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.
	I can use the word debug when I correct mistakes when I program.			I recognise that an algorithm will help me to sequence more complex programs.	I recognise that an algorithm will help me to sequence more complex programs.	I can use logical reasoning to detect and correct errors in a algorithms and programs.
				I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	

Handling Data						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can tell you about different kinds of information such as pictures, video, text and sound.	I can talk about the different ways in which information can be shown.	I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.	I can talk about the different ways data can be organised.	I can organise data in different ways.	I can organise data in different ways.	I can plan the process needed to investigate the world around me.
	I can use technology to collect information, including photos, video and sound.	I can make and save a chart or graph using the data I collect.	I can search a ready-made database to answer questions.	I can collect data and identify where it could be inaccurate.	I can collect data and identify where it could be inaccurate.	I can select the most effective tool to collect data for my investigation.
	I can sort different kinds of information and present it to others.	I can talk about the data that is shown in my chart or graph.	I can collect data help me answer a question.	I can plan, create and search a database to answer questions.	I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends.	I can check the data I collect for accuracy and plausibility.
	I can add information to a pictograph and talk to you about what I have found out.	I am starting to understand a branching database.	I can add to a database.	I can choose the best way to present data to my friends.	I can use a data logger to record and share my readings with my friends.	I can interpret the data I collect.
		I can tell you what kind of information I could use to help me investigate a question.	I can make a branching database.	I can use a data logger to record and share my readings with my friends.		I can present the data I collect in an appropriate way.
			I can use a data logger to monitor changes and can talk about the information collected.			I use the skills I have developed to interrogate a database.

Multimedia						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can move objects on a screen.	I can be creative with different technology tools.	I can use technology to organise and present my ideas in different ways.	I can create different effects with different technology tools.	I can use photos, video and sound to create an atmosphere when presenting to different audiences	I can use photos, video and sound to create an atmosphere when presenting to different audiences.	I can talk about audience, atmosphere and structure when planning a particular outcome.
I can create shapes and text on a screen.	I can use technology to create and present my ideas.	I can use the keyboard on my device to add, delete and space text for others to read.	I can combine a mixture of text, graphics and sound to share my ideas and learning.	I am confident to explore new media to extend what I can achieve.	I am confident to explore new media to extend what I can achieve.	I can confidently identify the potential of unfamiliar technology to increase my creativity.
I can use technology to show my learning.	I can use the keyboard or a word bank on my device to enter text.	I can tell you about an online tool that will help me to share my ideas with other people.	I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.	I can change the appearance of text to increase its effectiveness.	I can change the appearance of text to increase its effectiveness.	I can combine a range of media, recognising the contribution of each to achieve a particular outcome.
	I can save information in a special place and retrieve it again.	I can save and open files on the device I use.	I can evaluate my work and improve its effectiveness.	I can create, modify and present documents for a particular purpose.	I can create, modify and present documents for a particular purpose.	I can tell you why I select a particular online tool for a specific purpose.
			I can use an appropriate tool to share my work online.	I can use a keyboard confidently and make use of a spellchecker to write and review my work.	I can use a keyboard confidently and make use of a spellchecker to write and review my work.	I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.
				I can use an appropriate tool to share my work and collaborate online.	I can use an appropriate tool to share my work and collaborate online.	
				I can give constructive feedback to my friends to help them improve their work and refine my own work.	I can give constructive feedback to my friends to help them improve their work and refine my own work.	

Technology in Our Lives						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can tell you about technology that is used at home and in school.	I can recognise the ways we use technology in our classroom.	I can tell you why I use technology in the classroom.	I can save and retrieve work on the Internet, the school network or my own device.	I can tell you whether a resource I am using is on the Internet, the school network or my own device.	I can tell you whether a resource I am using is on the Internet, the school network or my own device.	I can tell you the Internet services I need to use for different purposes.
I can operate simple equipment.	I can recognise ways that technology is used in my home and community.	I can tell you why I use technology in my home and community.	I can tell you ways to communicate with others online.	I can identify key words to use when searching safely on the World Wide Web.	I can identify key words to use when searching safely on the World Wide Web.	I can select an appropriate tool to communicate and collaborate online.
I can use a safe part of the Internet to play and learn.	I can use links to websites to find information.	I am starting to understand that other people have created the information I use.	I can describe the World Wide Web as the part of the Internet that contains websites.	I think about the reliability of information I read on the World Wide Web.	I think about the reliability of information I read on the World Wide Web.	I can talk about the way search results are selected and ranked.
	I can begin to identify some of the benefits of using technology.	I can identify benefits of using technology including finding information, creating and communicating.	I can use search tools to find and use an appropriate website.	I can tell you how to check who owns photos, text and clipart.	I can tell you how to check who owns photos, text and clipart.	I can check the reliability of a website.
		I can talk about the differences between the Internet and things in the physical world.	I think about whether I can use images that I find online in my own work.	I can create a hyperlink to a resource on the World Wide Web.	I can create a hyperlink to a resource on the World Wide Web.	I can tell you about copyright and acknowledge the sources of information that I find online.

SUBJECT: COMPUTING

Digital Skills Progression								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Focus	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	Remain on task & within an app and complete a digital activity	
Accessibility skills		Become aware of age appropriate accessibility tools	Become aware of age appropriate accessibility tools	Independently use age appropriate accessibility tools	Independently use age appropriate accessibility tools	Independently use age appropriate accessibility tools	Independently use age appropriate accessibility tools	
Online Journal skills	Upload an item to an online journal	Independently record learning using an online journal (Showbie) Respond to online task independently	Independently record learning using an online journal and self assess work (Showbie)	Use multiple slides, drawing, camera and record tools in Showbie to annotate and record their learning	Independently create a piece of work and export correctly for assessment in an online journal (eg Keynote, Pages)	Analyse, reflect and share next steps using online journals and documents (Showbie and iWork)	Analyse, reflect and share next steps using online journals and documents (Showbie and iWork)	
Organisational skills (Drives)		Begin to navigate storing work on Showbie	Begin to navigate storing work on Showbie	Begin to navigate storing work on Showbie and iCloud Drive (School Work App)	Create and share folders, move documents and navigate Showbie and iCloud Drive (School Work App)	Create and share folders, move documents and navigate Showbie and iCloud Drive (School Work App)	Create and share folders, move documents and navigate Showbie and iCloud Drive (School Work App)	
Camera skills	Ability to use the camera app independently	Ability to use the camera app independently	Use the camera app to record video and begin to edit using simple movie making apps (clips)	Use the camera app to record video and begin to edit using a variety of apps (iMovie, Clips, Stop Motion)	Use the camera app to record video and edit using a variety of video apps.	Use a combination of apps to create movies	Use a combination of apps to create movies	
Video skills		Begin to record learning as a movie with support (Clips, Stop Motion)	Use movie making apps independently to record learning	Use Movie Making Apps independently				
Spreadsheet skills				Use spreadsheet to organise and record learning (Numbers)				Use spreadsheet to organise and record learning (Numbers)
Coding skills	Use practical activities and tools such as Bee Bots to learn the basics of coding.	Use a variety of apps to learn to code (CodeSpark and Swift Coding 1-4)	Use a variety of apps to learn to code (CodeSpark and Swift Coding 1-4)	Use a variety of apps to learn to code (CodeSpark and Swift Coding 1-4)	Use a variety of apps to learn to code (CodeSpark and Swift Learn to Code 1)	Use a variety of apps to learn to code (CodeSpark and Swift Learn to Code 2)	Use a variety of apps to learn to code (CodeSpark and Swift Learn to Code 2)	
Design skills				Begin to consider design thinking	Consider design thinking	Show full consideration for design thinking	Show full consideration for design thinking - at a more advanced level	
Publishing skills				Use publishing apps to create a variety of document types (Pages)	Use publishing apps to create a variety of document types (Pages)	Begin to use the cloud (iWork) to share, collaborate and publish work	Use the cloud (iWork) to share, collaborate and publish work	Use the cloud (iWork) to share, collaborate and publish work
Presentation skills		Use a collage app to collate photographs and add text (PicEDU)	Use a collage app to collate photographs and add text to represent information (PicEDU)	Begin to create a presentation to explain a topic or understanding and how to create transitions/ animations (Keynote, Powerpoint)	Become aware of and start to create links between slides in a presentation tool (Keynote app prototyping)	Independently create links between slides in a presentation tool (Keynote app prototyping)	Independently create links between slides in a presentation tool (Keynote app prototyping)	
Online research skills	Open a suitable browser and make a simple directed search.	Open a suitable browser and independently make a simple directed search.	Open a suitable browser and independently make a simple directed search.	Open a suitable browser and independently make a self directed search.	Open a suitable browser, independently make a self directed search and consider the validity of the information found	Open a suitable browser, independently make a self directed search and consider the validity of the information found	Open a suitable browser, independently make a self directed search and consider the validity of the information found	
Usability awareness	Express their thinking using a variety of Apps	Sequence item/pictures in using a digital tool (Puppet EDU, clips)	Begin to make decisions about when and how to use a variety of apps	Make decisions about when and how to use a variety of apps	Make decisions about when and how to use a variety of apps to produce one end product	Use judgement to decide on the correct app/s to present and show learning	Use judgement to decide on the correct app/s to present and show learning	
Sharing awareness	Begin using Airdrop to receive assets	Begin using Airdrop to receive assets	Begin using Airdrop to receive and send assets	Make decisions about sharing and receiving assets, exercising judgement to consider time, place and purpose	Make decisions about sharing and receiving assets, exercising judgement to consider time, place and purpose	Make decisions about sharing and receiving assets, exercising judgement to consider time, place and purpose	Make decisions about sharing and receiving assets, exercising judgement to consider time, place and purpose	
iPad Specific Skills								
Pages Skills		To open Pages and select an appropriate template for the task	To open Pages and select an appropriate template for the task	To open Pages and select an appropriate template for the task	To open Pages and select an appropriate template for the task	To open Pages and select an appropriate template for the task	To open Pages and select an appropriate template for the task	
		Ability to insert an image into a Pages doc.	Ability to resize and crop the the image for a purpose	Use appropriate coloured overlays and boarders on images depending on the purpose of the document.	Use Instant Alpha to remove image content depending on the purpose.	Set an image as a placeholder	Add a description to an image for accessibility.	
		Ability to insert text into a Pages doc.	To change the font /size and colour of the text	To create a list using bullet points and edit the bullet point.	Use paragraph styles purposefully,	Explore the use of Drop Caps in a purposeful manner.	To be able to combine different text styles, depending on the task independently.	
Keynote Skills		To open Keynote and select an appropriate template depending on the task.	To open Keynote and select an appropriate template depending on the task.	To open Keynote and select an appropriate template depending on the task.	To create a template for a specific purpose.	To create a template for a specific purpose.		
		Ability to insert an image into a Keynote doc.	Ability to resize and crop the the image for a purpose	Reposition a photo within the frame by repositioning it.	To rotate an image using two fingers.	Format photos using the options listed in the paintbrush menu.	To replace an image with one already inserted.	
		Ability to insert text into a Keynote doc.	To change the font /size and colour of the text	To create a list using bullet points and edit the bullet point.	To be able to combine different text styles, depending on the task independently.	To be able to combine different text styles, depending on the task independently.	To be able to combine different text styles, depending on the task independently.	
Numbers Skills		To sequence images/items using Keynote	To sequence images/items using Keynote					
		To use a build in animation on text or image.	To combine a build in a build out animation	To combine a build in/build out and action	To combine a build in/build out and action for a purpose.	To combine a build in/build out and action for a purpose.	To combine a build in/build out and action for a purpose.	
		iMovie Skills			To open Numbers and select an appropriate template.	To open Numbers and select an appropriate template.	To open Numbers and select an appropriate template.	To open Numbers and select an appropriate template.
To enter data onto a simple table.					To enter data onto a simple table.	To enter data onto a simple table and create a graph	To enter data onto a simple table and create a graph	To enter data onto a simple table and create a graph
To be able to format a table i.e. colour, lines, font etc					To be able to format a table i.e. colour, lines, font etc	To be able to format a table i.e. colour, lines, font etc	To be able to format a table i.e. colour, lines, font etc	To be able to format a table i.e. colour, lines, font etc
iMovie Skills					To insert a series of video clips fin to iMovie	To insert a series of video clips fin to iMovie.	To insert a series of video clips fin to iMovie	
						To trim clips and adjust transitions in a purposeful manner.	To trim clips and adjust transitions in a purposeful manner.	
							To add text to a movie.	
GarageBand Skills								
Clips Skills								
Showbie and Socrative Skills		To use mark up tools to annotate work on Showbie	To use mark up tools to annotate work on Showbie	To use mark up tools to annotate work on Showbie	To use mark up tools to annotate work on Showbie	To use mark up tools to annotate work on Showbie	To use mark up tools to annotate work on Showbie	
		To upload an image to Showbie	To upload an image to Showbie	To upload an image to Showbie as a Document	To upload an image to Showbie as a Document	To upload an image to Showbie as a Document and remand it as appropriate	To upload an image to Showbie as a Document and remand it as appropriate	
		To leave a voice note in response to one from an adult.	To leave a voice note asking a question.	To be able to respond to and leave voice notes as part of a learning discussion	To be able to respond to and leave voice notes/text boxes as part of a learning discussion	To be able to respond to and leave voice notes/text boxes as part of a learning discussion	To be able to respond to and leave voice notes/text boxes as part of a learning discussion	
		To complete a teacher led Socrative quiz with support.	To complete a Socrative quiz with independently.	To complete a Socrative quiz with independently.	To complete a Socrative quiz with independently.	To complete a Socrative quiz with independently.	To complete a Socrative quiz with independently.	

SUBJECT: COMPUTING

	E-Safety
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EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
N/A - Note: They will engage in safer internet week activities	Natterhub - https://natterhub.com					
	Natterhub Curriculum Alignment Document - https://kenderlewishamschuk-my.sharepoint.com/:b/g/personal/sophie_lamb_kender_lewisham_sch_uk/ETVPwilPG9tGlmijho60bUBF1MZleSzBXSpSAPG_d7fVA?e=rglAwV					
	Natterhub User Guide - https://kenderlewishamschuk-my.sharepoint.com/:b/g/personal/sophie_lamb_kender_lewisham_sch_uk/ESfB7f0swcNPP6YcEQviduwB6iozdlE7Pw7OW_BRCBdl3g?e=ofilPcg					
	Natterhub Teacher Led Lesson Overview - https://kenderlewishamschuk-my.sharepoint.com/:b/g/personal/sophie_lamb_kender_lewisham_sch_uk/Eftv6wwPJ3lGr3rJPMdevb4BqA5_5n0wGnfdCbCL2UFRYA?e=VY77nC					

Programming	
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EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery - Children have access to Beebots for use in the classroom.	CodeSpark - Algorithms and Sequencing L1a, L1B and L1C	CodeSpark - Decomposition L4a and L4b	CodeSpark - Conditionals L7a, L7b and L7c	Review CodeSpark Lessons 1-10	Review CodeSpark Lessons 1-10	Review CodeSpark Lessons 1-10
Rec - Children have access to Beebots for use in the classroom.	CodeSpark - Debugging L2a, L2b and L2	CodeSpark - Advance Sequencing L5a and Lab	CodeSpark - Stacks and Queues L8a, L8b and L8c	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/EspvP0GvJkIEIN2FtbsFtGIBXwNsM2NguztOGIjZQ0zd7g?e=TP2dEC	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/EspvP0GvJkIEIN2FtbsFtGIBXwNsM2NguztOGIjZQ0zd7g?e=TP2dEC	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/EspvP0GvJkIEIN2FtbsFtGIBXwNsM2NguztOGIjZQ0zd7g?e=TP2dEC
	CodeSpark - Loops L3a, L3b and L3C	CodeSpark - Events L6a and L6b	CodeSpark - Programming L9a and L9b	Everyone Can Code Puzzles - Resources in the Books App	Everyone Can Code Adventures - Resources in the Books App	Learn to Code 1 and 2 - Resources in the Books App
	Optional Extra - Adventure Game (Mini Games)	Optional Extra - Adventure Game (Mini Games)	CodeSpark - Game Maker L10a and L10b			
	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/EqCi8Ddo7sJGgslcXQ9-wCsBJE6VLBy4WftqZgE2B_9TJw?e=IBwDfC	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/Elq6mmmm1k09AvYz8xlOKYyMBVdas7QDMMLMXRKvAeBHyZA?e=E8vlgq	Optional Extra - Adventure Game (Mini Games)			
	Everyone Can Code - Early Learners https://kenderlewishamschuk.sharepoint.com/:b:/s/Planning/ET6_7BKwPyJDjpcxlyJ2xDsBePyI0fS2gDauGex1ObSfzQ?e=soQ5s5	Everyone Can Code - Early Learners https://kenderlewishamschuk.sharepoint.com/:b:/s/Planning/ET6_7BKwPyJDjpcxlyJ2xDsBePyI0fS2gDauGex1ObSfzQ?e=soQ5s5	CodeSpark Resource Link - https://kenderlewishamschuk.sharepoint.com/:f:/s/Planning/EvU637GkhF9GjVOp8imuGVABrU_trpABSSRxZU1VLdgwxA?e=ZOuiW8			
			Everyone Can Code - Early Learners https://kenderlewishamschuk.sharepoint.com/:b:/s/Planning/ET6_7BKwPyJDjpcxlyJ2xDsBePyI0fS2gDauGex1ObSfzQ?e=soQ5s5			

	Handling Data	
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	Multimedia
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Technology in Our Lives

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