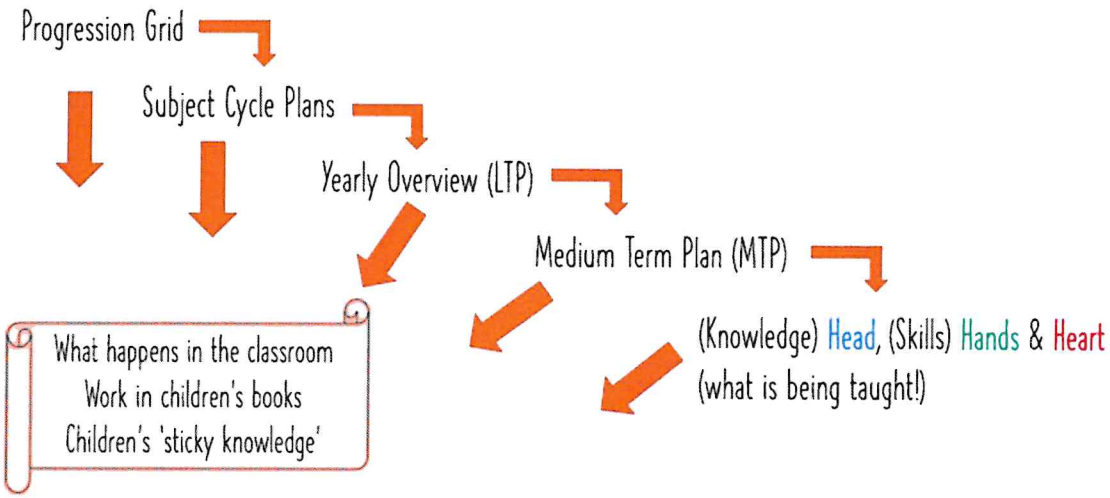
St Andrew's Curriculum

Our intent is to provide our children with a creative, captivating and challenging curriculum that equips them for today and tomorrow. As Jesus said to Andrew, "Push Out into the Deep" (Luke 5:4), we encourage children to take risks and build their resilience in all aspects of school life.

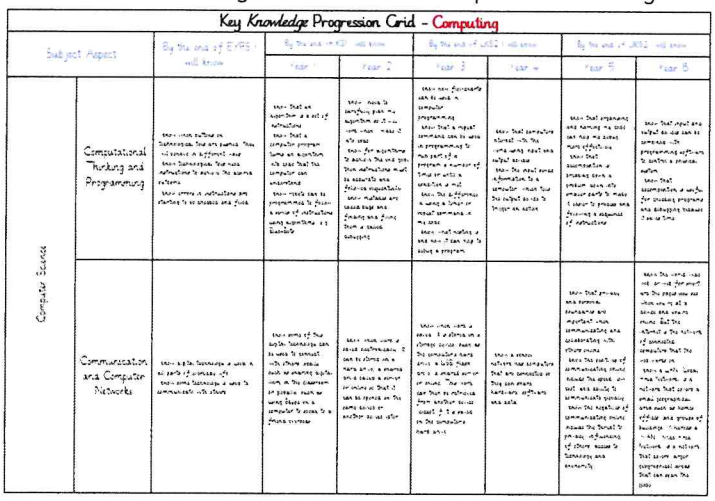
Our 6 whole school topics reinforce our key values - Celebrating our Community, Being Brave, Keeping Healthy, Making a Difference, Embracing Diversity and Exploring the World.

At St Andrew's C of E Primary and Nursery School, we ensure that our children receive a full and enriched curriculum that is underpinned by the school's Christian Values. As a staff we have given careful consideration to our children and tailored a curriculum to meet their needs; offering additional experiences and activities which complement their current opportunities and statutory rights.
Ultimately, our curriculum intent is to help us to fulfil our school's vision of helping all of our children to believe in themselves, push the boundaries of their learning and to reach their full potential in order that they are well prepared for the next step in their education and life beyond school. We inspire our children with whole school topics and interesting, challenging lessons and projects so that they enjoy learning and develop high aspirations for the future.

Our curriculum is structured for phases as they progress through the school. Teachers plan from a set of central documents for each subject. We regularly review these documents to ensure that our curriculum continues to meet the needs of all children, including our disadvantaged children and those with Special Educational Needs.



Our Curriculum Journey starts with the progression grids that have been created by subject leaders. For each curriculum subject area, we have identified the progression of key skills and knowledge which was informed by the national curriculum and the school's curriculum intent. We believe that learning should be planned and sequenced so that new knowledge and skills build on previous learning.


Key Knowledge Progression Grid - Computing

Subject Aspect		By the end of EYFS I will know	By the end of KS1 I will know		By the end of LKS2 I will know			
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Computational Thinking and Programming							
	Communication and Computer Networks							

These progression grids have been clearly split into knowledge (HEAD) and skills (HANDS). Each subject has also been split into strands or areas of learning within that subject.

From these progression grids, subject leaders have developed subject cycle plans (Year A and Year B) to ensure complete coverage across a two-year cycle due to our mixed age classes.

Curriculum 22 Overview Cycle A (Computing)

Topic	Celebrating Our Community		Keeping Healthy		Being Brave	
Projects (Aspects)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	PM Unit 1.1 – **Online Safety and Exploring Purple Mash** Digital World, Digital Citizenship, Staying Safe Online PM Unit 2.4 – **Questioning** Software, Hardware, IT in the Real World		PM Unit 1.7 – **Coding** Computational Thinking and Programming PM Unit 2.6 – **Creating Pictures** Software, Hardware, Creation, IT in the Real World PM Unit 1.9 – Technology Outside School Communication and Computer Networks, Staying Safe Online, IT in the Real World, Digital World		PM Unit 2.1 – **Coding** Computational Thinking and Programming PM Unit 1.3 – **Pictograms** Software, IT in the Real World PM Unit 2.2 – **Online Safety** Digital World, Digital Citizenship, Staying Safe Online	
LKS2	PM Unit 3.1 – **Coding** Computational Thinking and Programming PM Unit 3.2 – **Online Safety** Digital World, Digital Citizenship, Staying Safe Online PM Unit 4.7 – Effective Searching Digital Searching and the Internet, Digital Citizenship, Staying Safe Online		PM Unit 4.2 – **Coding** Computational Thinking and Programming PM Unit 3.5 – **Email** Communication and Computer Networks, IT in the Real World, Digital World, Digital Citizenship, Staying Safe Online		PM Unit 3.4 – Touch Typing Hardware, Software, IT in the Real World PM Unit 4.6 – **Animation** Hardware, Software, Creation PM Unit 3.8 – Graphing Software, IT in the Real World PM Unit 4.8 – **Hardware Investigators** Communication and Computer Networks, Hardware	
UKS2	PM Unit 5.1 – **Coding** Computational Thinking and Programming PM Unit 6.6 – **Networks** Communication and Computer Networks, Hardware PM Unit 6.2 – **Online Safety** Digital World, Digital Citizenship, Staying Safe Online		PM Unit 6.1 – **Coding** Computational Thinking and Programming PM Unit 5.6 – **3D Modelling** Software, Creation, IT in the Real World		PM Unit 5.4 – **Databases** Software, IT in the Real World PM Unit 6.4 – **Blogging** Communication and Computer Networks, IT in the Real World, Digital World, Digital Citizenship, Staying Safe Online	

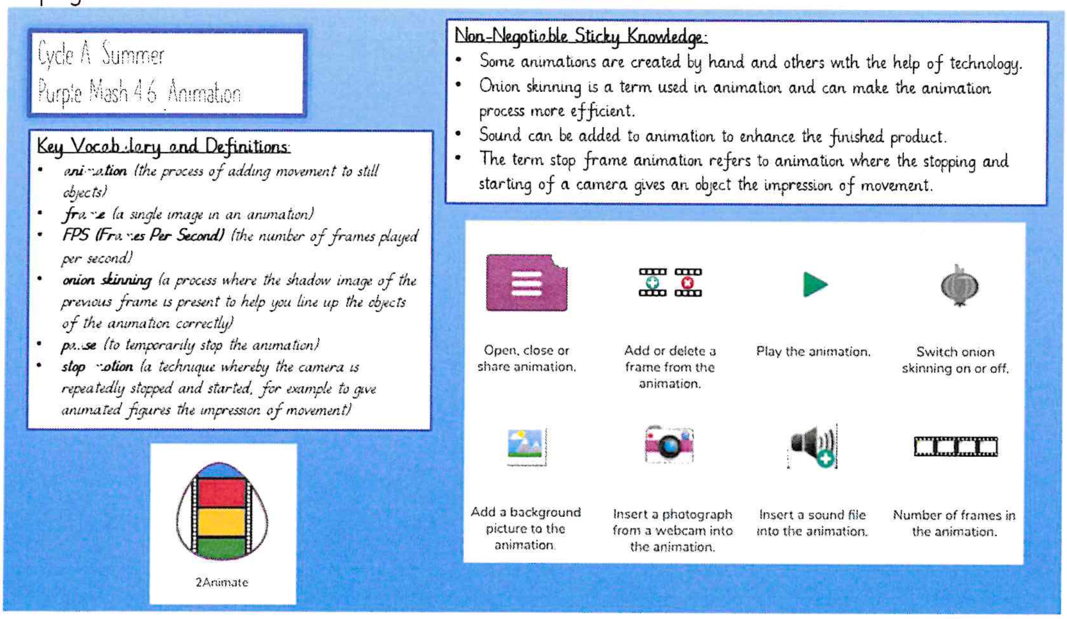
Units in bold MUST be completed to ensure full curriculum coverage, other units can be used for depth and breadth.

Not all lessons in the PM unit may need to be completed to cover the necessary knowledge and skills

Appendix B

These subject cycle plans provide teachers with the units/projects to be covered within each term/half term of each cycle and also link the units/projects to the specific strands/areas of learning in that subject. Teachers can then refer to those specific strands/areas for learning on the progression grids to see the key knowledge and skills they will need to cover in that unit. Subject leaders have ensured that all strands/areas for learning within their subject is covered at least once in the two-year cycle, with many strands/areas for learning covered more than once to reinforce key learning and provide children with further opportunities to apply and develop their knowledge and skills.

Alongside these cycle plans, for each unit/project, subject leaders have created a sticky knowledge mat detailing the key sticky knowledge and vocabulary children are expected to know and remember by the end of the unit/project.



Teachers then work in their phase teams to create yearly overviews, showing which units/projects will be covered in which subjects throughout Year A and Year B. These are available on the school website and updated at the end of each half term with any changes that have been made, e.g., a unit/project change or a unit/project being taught for a longer period of time.

St Andrew's C of E Primary School 2022-2023 Long Term Plan LKS2						
[illegible]	Celebrating Our Community		Keeping Healthy		Being Brave	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Maths	[illegible]		[illegible]		[illegible]	
Science	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Geography	The UK		[illegible]			[illegible]
History		[illegible]			Emperors and Empires	
R.E.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Computing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Art & Design	[illegible]		[illegible]		[illegible]	
Design & Technology		[illegible]		[illegible]		[illegible]
Music	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
P.E.	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
MFL (French)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PSHE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Memorable Experiences & Trips	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Appendix C

The next stage of the Curriculum Journey involves teachers using the progression grids, subject cycle plans and yearly overviews to create MTPs (medium term plans) for each subject (except for Maths as we use WRM and the maths progression grids to plan and sequence lessons for this subject).

Computing

National Curriculum Objectives	Key Vocabulary
• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	animation, frame, FPS (frames per second), onion skinning, pause, stop motion **(use Sticky Knowledge Mat for definitions)**
Previous Learning (PPLs) • I know technology is used in many ways to do different jobs • I can recognise the ways digital technology can be used in the classroom, home and community	**Future Learning (FPLs)** • I know a range of technologies can be combined to achieve a particular outcome • I know a range of technologies can be selected, used, and combined, such as using different hardware and software to create a solution that will have an impact on others • I can combine a range of technology to achieve a particular outcome
Key Sticky Knowledge (by the end of the project, chn MUST know...) • Some animations are created by hand and others with the help of technology • Onion skinning is a term used in animation and can make the animation process more efficient • Sound can be added to animation to enhance the finished product • The term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement	
Common Misconceptions • Onion skinning is about real onions! • The way animations can be made using stop motion will probably be difficult for children to understand so spend time on supporting children's understanding of this concept	
Links to whole school topic/school intent Captivating, creative and challenging curriculum – creating their own animations Being Brave – trying new things, new software	
Real-Life Applications Animators need to use this technique to create their films – future careers	
Assessment Purple Mash Data Dashboard	

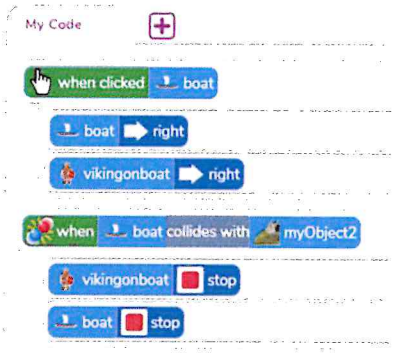
Lesson	Lesson Info	Knowledge LO	Skill LO
1	**FB:** Computing FBs Summer 1 2025 Slide 1 **Purple Mash Unit 4.6: Lesson 1** Work as independently as possible – SEND to work with a partner Ensure 2Dos are fully set up before lesson Watch YouTube video of stop motion animation using paper to show how it can be done without technology	I know some animations are created by hand and others with the help of technology	I can use digital technology in different ways in the classroom, home and community to achieve a set goal
2	**FB:** Computing FBs Summer 1 2025 Slide 3 **Purple Mash Unit 4.6: Lesson 2** Work as independently as possible – SEND to work with a partner Ensure 2Dos are fully set up before lesson	I know onion skinning is a term used in animation and can make the animation process more efficient	I can use the Onion Skin tool to create an animated image
3	**Purple Mash Unit 4.6: Lesson 3** Work as independently as possible – SEND to work with a partner Ensure 2Dos are fully set up before lesson	I know the term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement I know sound can be added to animation to enhance the finished product	I can create and enhance a computer animation using features in software such as background and sounds

Appendix D

These MTPs are created by teaching staff and are shared in their phase teams so that there is a consistency across the three mixed-age classes. Links to National Curriculum coverage is detailed on these MTPs, as well as key sticky knowledge that children need to know by the end of the unit/project and any common misconceptions children may have. Understanding pupils' possible misconceptions about the unit being studied is also an important consideration that teachers must make to ensure, where at all possible, misconceptions are not allowed to form in a child's grasp of a concept, knowledge, understanding or skill. Key vocabulary is also clearly identified on these MTPs. Staff are expected to think about the progression of lessons too, thinking about how the knowledge and skills best progress to support the children's learning.
By using the subject cycle plans to identify the strands/areas for learning within the subject and then referring to the progression grids, teaching staff identify the key knowledge objectives and the key skill learning objectives for each lesson on the MTP. When looking at these objectives, staff look at the previous and future learning objectives on the progression grids to see where the learning 'fits'. This also allows staff to understand the previous knowledge and skills the children have and build on these.
Differentiation is also supported by these previous and future learning links and 'Flashbacks' used at the start of the lesson are also informed by these identified links. For example, a teacher would look at the previous learning linked to that specific lesson and use a flashback to review this knowledge/skill to ensure the learning will 'build'. Flashbacks also allow the identification of children who do not have the required previous knowledge or skill and enable staff to support them during the lesson.

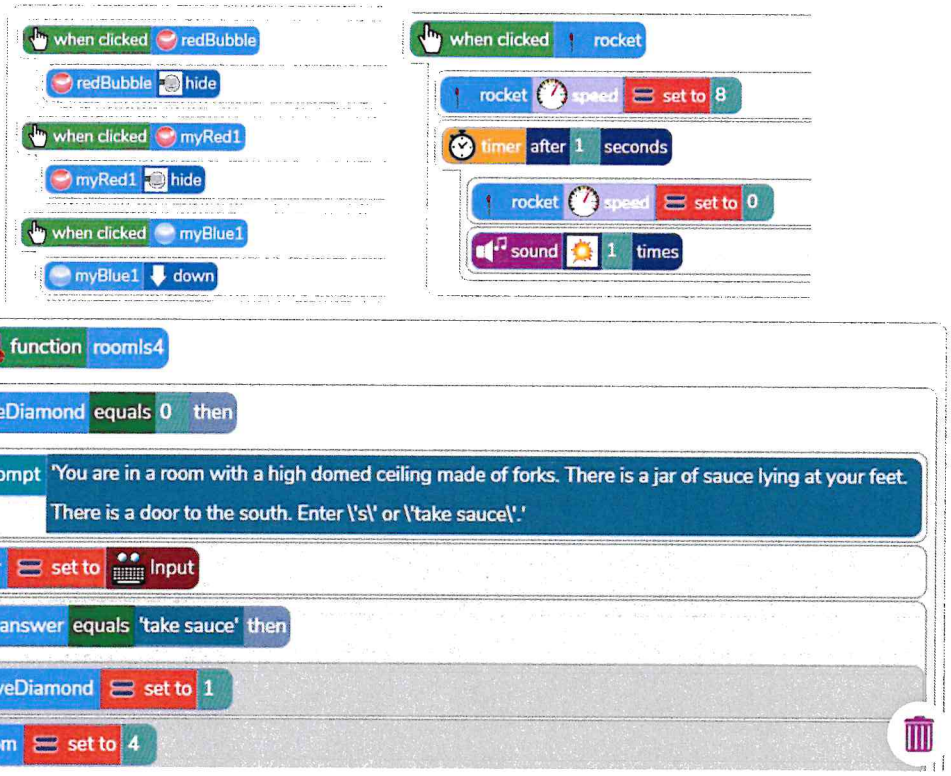
Flashback! (Computing)

What will happen when we run this code?



The MTPs also show links/opportunities to our whole school curriculum intent, for example the current whole school topic, Christian and British Values, resilience, equipping children for today and tomorrow, etc. Any current key 'ideas' that the school is focusing on are also added to these MTPs, e.g., outdoor and well-being learning opportunities. Real-life application is also considered on these MTPs so that children begin to understand how what they are learning 'today' will 'equip them for tomorrow'. To ensure assessment is consistent and clear, how the learning will be assessed for each unit/project is also added to our MTPs. These MTPs are then used to deliver the sequence of lessons to the children, with the Head (knowledge) and Hands (skills) shared with the children each lesson.

The Curriculum Journey ends with the children acquiring these key knowledge and skills that have been detailed on the progression grids. This acquisition is evidenced in a wide variety of ways, including exercise books, online portfolios (such as Purple Mash or Seesaw) and teacher observation.



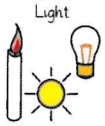
To support parents in understanding what their child is learning in each unit/project across a half term, we have developed Parent Curriculum Overviews. They detail the name of the unit/project for each subject, alongside a Widgit symbol to ensure accessibility. Each subject also has a key word and its meaning added to the overview to support parents and home learning.

Subject Vocab Check		
English	conjunction	a word used to connect clauses or sentences
Maths	decimal point	a point or a dot which is used to separate a whole number from the fractional part of a number
Science	reflection	the process where light hits the surface of an object and bounces back into our eyes
Geography	coastal	something on the shore or seaside
History	Vikings	name given to people from Scandinavia who raided, traded and settled in Britain between the 9th and 11th centuries
RE	Gospel	it means 'good news' in the Bible and it is the section about the teaching of Jesus
PE	relay	when runners take turns and pass something to each other on the way to the finish
Computing	onion skinning	a process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly
Art	collage	a piece of art made by sticking various materials such as photographs and pieces of paper or fabric onto a backing
Music	theme tune	a piece of music that is specifically written to represent a particular television show, radio program, film, or video game
PSHE	friendship	a close relationship between people who care about and support each other
French	la salle de classe	classroom

St Andrew's C of E Primary School

Summer (1) 2024

LKS2

English Arthur and the Golden Rope (Narrative) 	**Maths** Money & Decimals  0.4	**Science** Light 
Geography What's it like in Whitby? 	**History** Anglo-Saxons and Viking Invasion 	**RE** Gospel 
Art Camouflage Collage 	**Music** Doctor Who Theme Tune 	**PE** Athletics 
French Our School 	**Computing** Animation 	**PSHE** Relationships Friends 

Appendix E

Appendix A

Key *Knowledge* Progression Grid - Computing

Subject Aspect		By the end of EYFS I will know...	By the end of KS1 I will know...		By the end of LKS2 I will know...		By the end of UKS2 I will know...	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Computational Thinking and Programming	I know when buttons on technological toys are pushed, they will behave in different ways. I know technological toys need instructions to achieve the desired outcome. I know errors in instructions are starting to be checked and fixed.	I know that computer programs work by following instructions called code known as algorithms. I know on screen direction keys can have eight possible directions which includes diagonal movements. I know number keys can be combined with direction keys to give a program more accurate instructions and avoid less command clicks. I know an event is something that makes a block of code run such as a user pressing a key or clicking a screen. I know when code is run this is known as code being executed. I know robots can be programmed to follow a series of instructions using algorithms (e.g., Blue-Bots).	I know I need to carefully plan my algorithm so it will work when I make it into code. I know steps in an algorithm must be followed in order to achieve the intended outcome. I know what objects, actions and backgrounds are within a coding environment. I know timers can be introduced into programs to make parts of the program run after a set time. I know code can be created that detects when two objects have collided. I know that there are different events in coding and knows what some of these events are. I know mistakes are called bugs and finding and fixing them is called debugging.	I know flowcharts are a type of diagram that use specifically shaped labelled boxes and arrows to represent an algorithm as a diagram. I know in 2Code there are two timer options, timer every or timer after. I know repeat is a control block and blocks of commands can be set to repeat a specified number of times using the repeat control block. I know testing, debugging and fixing are an important part of the process of making computer programs. I know what nesting is and how it can help to debug a program. I know 2Logo has its own language with specific instructions. I know a micro:bit is a tiny computer which needs instructions in code to make it work. I know a micro:bit can produce outputs and receive inputs. I know code from the coding environment can be transferred onto a micro:bit.	I know there are objects in 2Code and that there are different types and these have properties that can be changed. I know backgrounds can be changed and manipulated. I know 'if' statements are used to create selection and that they are bits of code that will run only if a condition is true. I know 'if/else' statements are a conditional command that tests a statement. If a condition is true, commands inside the 'if' block will run. If a condition is false, commands inside the 'else' block will run. I know 'repeat until' is a control block and that blocks of code will repeat until a condition is met. I know coordinates are used in computer programming to determine the position of a point, shape or object. I know variables are used in programming to keep track of things that can change such as the score in a computer game. I know the repeat command is a more efficient way to code in 2Logo. I know it is important to test and debug code in 2Logo to ensure it runs effectively. I know a micro:bit has an LED display output that can be used to represent pictures, numbers and words.	I know that organising and naming my code can help me debug more effectively. I know code can be simplified to complete the same process with less lines of code. Simplified code runs faster and uses less processing memory, it is said to be more efficient. I know the 'timer every' command can be used to make code repeat forever. I know decomposition is a method of breaking down a task into manageable components. I know abstraction is a way of de-cluttering and removing unnecessary details to get a program functioning. I know a function is a block or sequence of code that can be accessed when it is needed. I know strings are text or a combination of text characters and numbers within programs. I know inputs, outputs and computer code work together to make control systems. I know that sensor inputs from an accelerometer can be used to detect movement in conjunction with the use of variables.	I know that decomposition is useful for checking programs and debugging because it saves time. I know input is defined by information going into a computer. I know a number elements combined with a number variable and an 'if/else' statement can be used to create an onscreen countdown timer. I know the launch command can be used within 2Code to open another Purple Mash file or an external website when it is called in a program. I know logic is used to make different outputs happen depending on changes in data from a sensor.

	Communication and Computer Networks	I know digital technology is used in all parts of everyday life. I know some technology is used to communicate with others.	I know some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.	I know when work is saved electronically, it can be stored on a hard drive, a shared drive called a server or online so that it can be opened on the same device or another device later.	I know different parts make up a computer. I know when work is saved, it is stored on a storage device, such as the computer's hard drive, a USB flash drive, a shared server or online. This work can then be retrieved from another device (except if it is saved on the computer's hard drive).	I know a school network has computers that are connected so they can share hardware, software, and data.	I know different forms of communication are best used for specific purposes. I know that privacy and personal boundaries are important when communicating and collaborating with others online. I know the positives of communicating online include the speed, low cost, and ability to communicate globally. I know the negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity.	I know the world wide web, or web for short, are the pages you see when you're at a device and you're online. But the internet is the network of connected computers that the web works on. I know a LAN (Local Area Network) is a network that covers a small geographical area such as homes, offices, and groups of buildings. Whereas a WAN (Wide Area Network) is a network that covers larger geographical areas that can span the globe.
Information Technology	Hardware	I know smartphones, tablets, laptops, computers, and floor robots are all types of computing hardware.	I know hardware is the parts of a computer that you can touch, such as a mouse, tablet, or floor robot.	I know hardware, such as cameras and scanners, can be used to collect data.	I know that several pieces of hardware can be used together to complete one task, such as using a camera to take a photograph, uploading it to a computer and then printing it using a printer.	I know that interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware.	I know that using prior knowledge and experience of computing skills can be applied to unfamiliar hardware to solve a problem successfully.	I know some hardware is more effective than others in particular contexts, such as using virtual reality or a touchscreen rather than a mouse to meet a specific need.
	Software	I know software is the programs we use on computers and mobile devices, and these include the games we play on using this computing hardware.	I know programs such as 2Count enable people to create pictograms on a computer.	I know each type of software, such as word processing, presentation, and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. I know there are keyboard shortcuts for copy, paste and cut. I know a spreadsheet will automatically work out how much various items will cost when bought. I know databases are a computerised system that make it easy to search, select and store information. I know digital content can be presented in many forms.	I know several pieces of software can be used together to complete one task, such as adding a video to a word processed document. I know cells all have their own individual address. They are referenced using letters and numbers. I know a database is a collection of data organised in a way that it can be searched, and information found easily. I know presentation software is a way of creating and displaying information to an audience that is clear and engaging.	I know new computing software commonly has features that should be familiar to users, such as icons or terminology (e.g., the links between Purple Mash programs and Microsoft Office programs).	I know using prior knowledge and experience of computing skills can be applied to create content using unfamiliar programs or apps. I know databases can be created to cover a range of topics or themes. I know a game design program has specific functions for the designer to use. I know a word processing tool can be used to create a range of documents.	I know some software or apps are designed to help increase creativity by saving time or making tasks easier, such as being able to combine text, images, audio, or video content into one place. I know formulae can be entered into a spreadsheet, and this can save time and make working more efficient. I know Excel can make complex data clear by manipulating the way it is presented. I know a spreadsheet program can display a variety of graphs and charts.

	Creation	I know software and hardware can be used to create images, videos, and sounds.	I know what is meant by 'image', 'text', and 'sound' when creating digital content, e.g. e-books. I know that data is a collection of information, used to help answer questions.	I know what a spreadsheet program environment looks like including cells, rows and columns. I know the totalling tool counts all the cells behind the tool. I know palettes are the range of colours or shapes available to the users. I know computer drawing programs may have a choice of painting effects. I know the size of an onscreen painting tool brush stroke can be manipulated. I know fill tools speed up the process of colouring enclosed areas on a painting.	I know text, images, animation, audio and video clips can be combined using tools within a piece of software. For example, an image could be inserted into a word processing document, or a video could be inserted into a presentation. I know graphs can be generated from data within a sheet and if data is changed on the sheet, then the graph automatically updates to recognise these amendments. I know branching databases can be created using programs such as 2Question. I know it is important to test and debug if needed when creating branching databases so that they work as intended. I know presentations can include additional slides, video and audio. I know animations can be incorporated within a Microsoft PowerPoint presentation. I know transitions can be applied between slides. I know timings can be added to transitions and animations.	I know manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. I know sound can be added to animation to enhance the finished product.	I know creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation. I know the design of characters and quest items is a key aspect of game creation. I know a finished game must be playable and possible for the player to complete. I know moving points changes the appearance of a 3D model. I know a 3D design program can be used to meet a design brief. I know various features within the program will enhance the documents look and usability. I know a template can be used to create a document.	I know a variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. I know evaluation is important so a game can be improved and made more playable and exciting.
	Digital Searching	I know the Internet can be used to search for things we want to look at or find our information about.	I know I can search for work I have previously saved on Purple Mash.	I know searches can be refined so it is easier to find something. I know search engines use millions of people's digital footprints to help provide more accurate results.	I know that the information requested in an online search can be displayed as text, images or videos.	I know the names of well-known and popular search engines. I know that after entering data into software it can be more easily analysed and searched than looking at raw paper-based data.	I know that when searching online they do not need to use grammar and how using a Boolean search can improve the effectiveness of their search.	I know that when using search engines the user can search for specific types of information e.g., images, videos and from the news and that these are called filters.

	IT in the Real World	I know digital technology is used in all parts of everyday life. Examples include smartphones, tablets, microwaves and washing machines.	I know technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community. I know what e-books are.	I know digital technology is used in everyday life and can be used to support learning and connect with others. I know there are differences between traditional books and e-books. A binary tree is a simple way of sorting information into two categories. When using a binary tree, users can only ask yes/no questions to find a specific piece of information.	I know digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news. I know objects can be sorted using yes/no questions and relate this to how computer binary databases work. I know artificial intelligence is having an impact already in day-to-day life. I know artificial intelligence can assist and benefit us in our everyday life.	I know digital technology can be used in different ways and settings to achieve a specific goal, such as using data collection in the community and home to answer a classroom based question. I know some animations are created by hand and others with the help of technology. I know onion skinning is a term used in animation and can make the animation process more efficient. I know the term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement. I know artificial intelligence can have positive and negative impacts on our lives.	A range of technologies can be selected, used, and combined, such as using different hardware and software to create a solution that will have an impact on others. I know a simulation is a model that represents a real or imaginary situation. I know a spreadsheet can be used to model a real-life problem. I know spreadsheets can be created to support the organisation of real-life situations. I know 3D modelling can be done via a computer program. I know models need refining before they are printed out using a standard printer or 3D printer.	I know a range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights. I know text adventures are computer games that have been created using text instead of graphics. I know spreadsheets can be used to solve a given problem.
Digital Literacy *(also see PSHE/RSE curriculum)*	Digital World	I know people use digital devices for many reasons, including playing games, communicating, finding information, and watching videos.	I know software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas. I know an avatar is a virtual representation of someone suitable for use online.	I know the Internet is a global network of connected computers around the World. I know some people spend too much time on devices, which can have a negative impact on people's mental and physical health. I know email is a way of communicating and know that in this form of communication, as with others, you need to be considerate of the user.	I know each one has different terms and conditions that need to be followed to stay safe, such as age restrictions. I know blogs can help us to communicate our thoughts and ideas. I know emails are electronic versions of letters, and they can be sent and received almost instantly to anyone with an email address. I know pictures, documents and other file types can be attached to emails. I know address books can be made in email which store known contacts' email addresses and when sending an email, we can use this to send to multiple people.	I know there are various forms of online communication, such as email, blogging, vlogging and video chatting. I know online communication should be used responsibly, remembering that online actions affect other people and there are rules that need to be followed. I know there are risks and benefits of installing software including apps. I know there are positive and negative influences of technology on health and the environment. I know the importance of balancing screen time with non-screen time.	I know online collaborative projects can be shared with different permission settings, such as who can view, edit or comment on the documents. I know privacy settings can be restricted to those who are invited, those who have access to the link or can be made open to the public.	I know there are a wide variety of online communication platforms, such as social media, blogs, vlogs, email or messaging, which have different available features, including the option to comment. I know it is important to be aware of security settings, such as age restrictions or property rights. I know it is important to balance game and screen time with other parts of our lives. I know a blog is an online vehicle for displaying thoughts and ideas in an informal style.

	Digital Citizenship		I know when work is saved electronically, it needs to have a name that identifies it and is easily remembered.	I know the term digital footprint relates to information that a user puts online, and that this footprint may remain even when we think we have removed the information.	I know as with face-to-face communication, online communication should be done respectfully and responsibly, considering the impact on others.	I know appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe. I know copying the work of others and presenting it as their own is called 'plagiarism'.	I know citing sources is giving credit to the person or website that created the information. I know using someone else's work without citing it is called plagiarism.	I know digital content may have been edited online by anyone, and so it is important to verify content against other independent or reputable sources. I know a digital footprint leaves a trail online to show their behaviour and this can have a negative impact.
	Staying Safe Online	I know that if they see something online that makes that sad, scared, or worried, they should tell an adult straight away.	I know it is important to log in to a site safely and the importance of keeping passwords safe. I know that private information includes names, addresses, dates of birth or schools and this information should not be shared online. I know any concerns or worries should be reported to a trusted adult.	I know some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries.	I know the importance of having a secure password and not sharing it with others. I know images and data should not be shared online without the permission of the owner. I know not everything online is factually correct, and some websites can be referred to as spoof websites. I know PEGI/ BBFC ratings exist to keep young people safe. I know there are a range of ways to report inappropriate content and contact.	I know information put online by users could be used for identity theft. I know what is meant by the term 'reliable'. I know some news reports online are classed as 'fake news' and are designed to misinform.	I know that digital content can affect others and be available to anyone. I know digital content is traceable, which means it can be tracked to the person who created it. I know I have a right to privacy both on and offline. I know what is meant by appropriate and inappropriate text, photographs and videos.	I know the benefits and risks of devices broadcasting the user's location and passing on personal information. I know secure sites will have industry standard seals of approval.

Key *Skills* Progression Grid – Computing

Subject Aspect		By the end of EYFS I will be able to...	By the end of KS1 I will be able to...		By the end of LKS2 I will be able to...		By the end of UKS2 I will be able to...	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Computational Thinking and Programming	I can operate technological toys, including floor robots (e.g., Bee-Bots). I can input simple instructions to technological toys, including floor robots and onscreen sprites (e.g., Bee-Bot app).	I can work out what is wrong when the steps are out of order in instructions. I can try and fix my code if it isn't working properly. I can make good guesses of what is going to happen in a program. I can use the additional direction keys within 2Go as part of an algorithm. I can use an event to control an object.	I can create a computer program from a given design. I can design an algorithm that follows a timed sequence. I can find and correct some errors in my program. I can say what will happen in a program. I can spot something in a program that has an action or effect (does something).	I can use a flowchart to create a computer program. I can change attributes/properties of any objects in a program I have made. I can design a program thinking logically about the sequence of steps required. I can experiment with timers in my programs, using the correct timer option for the given purpose. I can experiment with the effect of using repeat commands. I can read programs with several steps and predict what it will do. I can run, test and debug my own programs. I can input simple instructions in Logo language environment. I can transfer code from the coding environment onto a micro:bit. I can code the micro:bit using Free Code for LED outputs and sound outputs.	I can use selection (decision) in my programming e.g., using an 'if statement'. I can use co-ordinates in computer programming. I can use variables within my program and how to change the value of variables. I can create a playable game using a block coding environment. I can identify errors in my code by using different methods, such as stepping through lines of code and fixing them. I can read programs that contain several steps and predict the outcomes with increasing accuracy. I can create letter shapes using Logo. I can use the repeat function in Logo to create shapes such as squares. I can code the micro:bit using Free Code so it can receive inputs from its buttons and accelerometer. I can code the micro:bit to create events such as playing a tune when an input is detected.	I can test and debug my programs as I work. I can simplify code in order to make own programming more efficient. I can use a function in own program to make it more efficient. I can set and change variable values in code. I can use sequence, selection, repetition, and some other coding structures in my code. I can create a simple simulation using 2Code. I can organise my code carefully for example, naming variables and using tabs. I can use infinite loops in control systems to monitor real-word environment changes.	I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. I can identify a specific line of code that is causing a problem in my program and attempt a fix. I can use inputs and outputs within my coded programs such as sound, movement and buttons. I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. I can use multiple functions in my own program. I can arrange code in multiple tabs. I can code the micro:bit using Free Code and use a range of commands.
	Communication and Computer Networks	I can explain that digital technology is used in the home and at school for communication.	I can use digital technology appropriately to communicate and connect with others locally and globally I can name and save my work.	I can explain that computers can be linked to share resources and digital content can be stored, organised, and retrieved. I can find, name, and save my work.	I can identify different ways that the Internet can be used for communication. I can name the different parts of a computer such as Hard Drive, RAM, Network Card etc.	I understand that network and communication components can be found in many different devices which allow them to join the internet. I can describe the function of the different parts of a computer and network.	I can use the most appropriate form of online communication according to the digital content.	I can explain the difference between the Internet and the World Wide Web. I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible.

Information Technology	Hardware	I can be aware of a range of computing hardware and begin to explore using them (e.g., tablets, floor robots, laptops).	I can use a range of computing hardware for different purposes.	I can use computing hardware in different ways to collect data.	I can use familiar computer hardware to successfully complete a task.	I can use new and unfamiliar computing hardware.	I can apply computing skills using unfamiliar hardware to solve a problem successfully.	I can identify how using different hardware can increase creativity and productivity.
	Software	I can use age-appropriate software independently, including some of the programs on Purple Mash.	I can use different types of software.	I can use different types of software and identify their purposes. I can copy, cut and paste in spreadsheet software. I can use some tools within a spreadsheet to support calculations. For example, using the equals tool in 2Calculate to check calculations.	I can use a range of different software to successfully complete a project. I can use a spreadsheet program to automatically create charts and graphs from data. I can find specified locations in a spreadsheet.	I can apply computing skills to use new computing software. I can use various features within a spreadsheet to support solutions to calculations. For example, 'more than', 'less than', and 'equals'.	I can apply computing skills to create content using unfamiliar programs or apps. I can navigate around a spreadsheet using cell references. I can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.	I can identify how a new piece of software, or an app can increase creativity. I can use more advanced formulae effectively. I can create formulae that deals with percentages, averages, max and min.
	Creation	I can use age-appropriate software and hardware to create images and record sounds and videos.	I can add sound, images, and text to a program such as 2Create a Story. I can add animation to an interactive story. I can change content on a file such as text, sound, and images. I can use a software such as 2Count to record results of an experiment into a pictogram format. I can enter data into a spreadsheet. I can use some tools within spreadsheets e.g. lock cell, move cell, speak and count.	I can include images, text, and sound in my creations. I can create a manual block graph within a spreadsheet from data. I can use painting software to recreate different styles of artwork. I can add images such as clipart and photos to presentational software. I can collect, organise and present data and information in digital format.	I can collect data and input it into software. I can create tables of data within a spreadsheet. I can complete a branching database. I can edit and adapt a branching database. I can add pages/slides, text and shapes to pages, and also format them. I can use effects and features such as animations and slide transitions in my presentations. I can consider what the most appropriate software to use when given a task by my teacher. I can create purposeful (appropriate) content and attach this to emails.	I can work collaboratively to create content and solutions. I can share digitally created content using a variety of applications such as: 2Blog, 2Email and Display Boards. I can create and enhance a computer animation using features in software such as background and sounds.	I can make appropriate improvements to digital work I have created. I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. I can use collaborative modes such as within 2Connect to create work with others and share it. I can create new records. I can create my own database. I can create a playable game. I can incorporate media such as sound and images into my playable game. I can successfully evaluate games. I can design a 3D model to fit certain criteria. I can create a word processing document. I can alter page layout including heading and columns. I can add features to enhance look and usability within a document. For example: textboxes, hyperlinks, contents pages.	I can consider the intended audience carefully when I design and make digital content. I can design and create my own online blogs. I can use criteria to evaluate the quality of my own and others digitally created solutions, suggesting refinements. I can manipulate the way data is presented.

	Digital Searching	I can seek support from adults to retrieve digital content including online.	I can find my work on Purple Mash.	I can attempt to refine my searches to get fewer results. I can navigate a web search results page. I can use a search feature at a basic level when trying to locate data within a database such as 2Investigate.	I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an Internet search engine.	I understand the purpose of a search engine and the main features within it.	I can select keywords and search techniques to find relevant information to increase reliability. I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results. I can search for information within a database.	I can use filters when searching for digital content.
	IT in the Real World	I can talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.	I can recognise the ways digital technology can be used in the classroom, home, and community.	I can recognise why digital technology is used in the classroom, home, and community. I can use a spreadsheet to perform calculations for purpose. For example, adding and totalling money. I can sort objects using just YES/NO.	I can use digital technology in different ways in the classroom, home, and community. I can construct a binary tree to identify items. I can effectively present to an audience using presentation software. I can utilise artificial intelligence to create media such as images and music.	I can use digital technology in different ways in the classroom, home, and community to achieve a set goal. I can think critically about artificial intelligence including its use in the future.	I can select, use, and combine appropriate technology to create a solution that will have an impact on others. I can refine and print a model.	I can combine a range of technology to achieve a particular outcome.
Digital Literacy *(also see PSHE/RSE curriculum)*	Digital World	I can talk about things that people do on digital devices, such as playing games, communicating with others, and watching online videos.	I can understand that there are online tools that can help people to create content and communicate.	I can recognise some uses of the internet, in simple terms and some of its benefits and drawbacks. I can open and send simple online communications in the form of email.	I can open and respond to email. I can add attachments to an email. I can use an email environment safely.	I can use appropriate tools (software, websites, and apps) to collaborate and communicate safely online.	I can exchange online communications, making use of a growing range of available features and being aware of security settings.	I can create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members. I can make more informed choices of how free time is used. I can name effects on individual health when having too much screen time. I can contribute to others' blogs.
	Digital Citizenship	I can engage safely with age-appropriate hardware and software.	I can save my work in a safe place such as 'My Work' folder.	I can recognise the information that I put online which leaves a digital footprint.	I can use communication tools such as 2Email respectfully and use good etiquette.	I can identify appropriate behaviour when contributing to collaborative online projects for learning.	I can cite all sources when researching and explain why sources should be provided.	I can find ways to check that online digital content is reputable.

	Staying Safe Online	I can describe what they would do if they saw something online that made them sad, scared, or worried.	I know how to log in safely. I can discuss the online safety rules (SMART). I can keep my login information safe. I can tell a trusted adult if something online makes me feel sad.	I can report unkind behaviour and things that upset me online, to a trusted adult.	I can clearly use and explain the simple online safety rules (SMART), including for sharing images and data safely. I can create a secure password. I can contribute to a blog with clear and appropriate messages.	I can identify the positive and negative influences of technology on health and the environment. I can look at information on a webpage and make predictions about the accuracy of information contained within it.	I can discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult. I can explain in detail how accurate, safe, and reliable the content is on a webpage. I can evaluate the impact of sharing media such as photographs and videos online.	I can identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations. I can demonstrate the safe and respectful use of a range of different technologies, referring to the SMART rules.

Key *Vocabulary* Progression Grid - Computing

By the end of EYFS I will know...

tablet
laptop
computer
mouse
monitor
speakers
keyboard
keypad
touch screen
button
image
video
sound
instructions
internet
online

By the end of KS1 I will know...

log in
log out
username
password
tools
save
avatar
data
collate
algorithm
program
debug
undo
right turn
left turn
animation
e-book
font
file
sound effect
action
code
background
command
event
execute
input
output
collision detection
design mode
predict
timer
test
scale
internet
email
attachment
sharing
digital footprint
search
binary tree
database
search engine
template
presentation
animated
node
run
properties
when clicked
columns
cells
rows
cursor
spreadsheet

By the end of LKS2 I will know...

blocks of command
procedure
repeat
values
background
timer
blog
website
webpage
PEGI rating
copy and paste
advance mode
home row keys
top row keys
bottom row keys
posture
formatting
address book
draft
CC
compose
branching database
field
graph
nesting
code block
variable value
selection
copyright
cookies
identity theft
malware
phishing
spam
formula
charts
bold
italic
LOGO
spoof website
internet browser
motherboard
CPU
RAM
graphics card
network card
slide
slideshow
text box
media
A.I.

By the end of UKS2 I will know...

decomposition
abstraction
function
physical system
sequence
tab
plagiarism
citations
bibliography
statistics and reports
table
screenshot
customise
playability
interactive
texture
perspective
3D printing
CAD
merge cells
readability
developer
launch command
string
icon
sprite
World Wide Web
local area network (LAN)
wide area network (WAN)
router

Appendix B

Curriculum 22 Overview Cycle A (Computing)

Topic	Celebrating Our Community		Keeping Healthy		Being Brave	
Projects (Aspects)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	PM Unit 1.1 – **Online Safety and Exploring Purple Mash** *(Digital World, Digital Citizenship, Staying Safe Online)* PM Unit 2.4 – **Questioning** *(Software, Hardware, IT in the Real World)*		PM Unit 1.7 – **Coding** *(Computational Thinking and Programming)* PM Unit 2.6 – **Creating Pictures** *(Software, Hardware, Creation, IT in the Real World)* PM Unit 1.9 – Technology Outside School *(Communication and Computer Networks, Staying Safe Online, IT in the Real World, Digital World)*		PM Unit 2.1 – **Coding** *(Computational Thinking and Programming)* PM Unit 1.3 – **Pictograms** *(Software, IT in the Real World)* PM Unit 2.2 – **Online Safety** *(Digital World, Digital Citizenship, Staying Safe Online)*	
LKS2	PM Unit 3.1 – **Coding** *(Computational Thinking and Programming)* PM Unit 3.2 – **Online Safety** *(Digital World, Digital Citizenship, Staying Safe Online)* PM Unit 4.7 – Effective Searching *(Digital Searching and the Internet, Digital Citizenship, Staying Safe Online)*		PM Unit 4.1 – **Coding** *(Computational Thinking and Programming)* PM Unit 3.5 – **Email** *(Communication and Computer Networks, IT in the Real World, Digital World, Digital Citizenship, Staying Safe Online)* PM Unit 3.8 – Graphing *(Software, IT in the Real World)*		PM Unit 3.4 – Touch Typing *(Hardware, Software, IT in the Real World)* PM Unit 4.6 – **Animation** *(Hardware, Software, Creation)* PM Unit 4.8 – **Hardware Investigators** *(Communication and Computer Networks, Hardware)* PM Unit 4.10 – **Artificial Intelligence** *(Communication and Computer Networks, Hardware)*	
UKS2	PM Unit 5.1 – **Coding** *(Computational Thinking and Programming)* PM Unit 6.6 – **Networks** *(Communication and Computer Networks, Hardware)* PM Unit 6.2 – **Online Safety** *(Digital World, Digital Citizenship, Staying Safe Online)*		PM Unit 6.1 – **Coding** *(Computational Thinking and Programming)* PM Unit 5.6 – **3D Modelling** *(Software, Creation, IT in the Real World)*		PM Unit 5.4 – **Databases** *(Software, IT in the Real World)* PM Unit 6.4 – **Blogging** *(Communication and Computer Networks, IT in the Real World, Digital World, Digital Citizenship, Staying Safe Online)*	

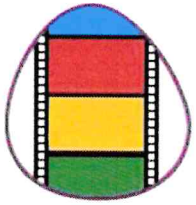
Units in bold MUST be completed to ensure full curriculum coverage, other units can be used for depth and breadth.

Not all lessons in the PM unit may need to be completed to cover the necessary knowledge and skills.

Cycle A: Summer
Purple Mash 4.6: Animation

Key Vocabulary and Definitions:

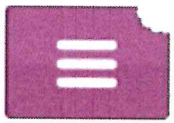
- ***animation*** *(the process of adding movement to still objects)*
- ***frame*** *(a single image in an animation)*
- ***FPS (Frames Per Second)*** *(the number of frames played per second)*
- ***onion skinning*** *(a process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly)*
- ***pause*** *(to temporarily stop the animation)*
- ***stop motion*** *(a technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement)*



2Animate

Non-Negotiable Sticky Knowledge:

- Some animations are created by hand and others with the help of technology.
- Onion skinning is a term used in animation and can make the animation process more efficient.
- Sound can be added to animation to enhance the finished product.
- The term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement.



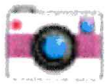
Open, close or share animation.

Add or delete a frame from the animation.

Play the animation.

Switch onion skinning on or off.

Add a background picture to the animation.



Insert a photograph from a webcam into the animation.

Insert a sound file into the animation.

Number of frames in the animation.

Appendix C

St Andrew's C of E Primary School 2024–2025 Long Term Plan: LKS2

Whole School Topic	Celebrating Our Community		Keeping Healthy		Being Brave	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	SPaG Focus & Quick Writes	The Write Stuff: Marshmallows (Narrative)	The Write Stuff: Journey (Narrative)	The Write Stuff: Earthquakes/Volcanoes (Non-chronological Report)	The Write Stuff: Arthur and the Golden Rope (Narrative)	The Write Stuff: Holiday Brochure – Sicily (Persuasive Writing) The Write Stuff: The Colour Collector (Poetry)
Maths	Y3: Place Value, Addition & Subtraction, Multiplication & Division Y4: Place Value, Addition & Subtraction, Area, Multiplication & Division		Y3: Multiplication & Division, Length & Perimeter, Fractions, Mass & Capacity Y4: Multiplication & Division, Length & Perimeter, Fractions, Decimals		Y3: Fractions, Money, Time, Shape, Statistics Y4: Decimals, Money, Time, Shape, Statistics, Position & Direction	
Science	Animals, including humans (Digestive System, Y4)	Living Things & Habitats (Classification, Y4)	Rocks (Y3)	Working Scientifically and World Science Week	Light (Reflection, The Sun and Shadows, Y3)	Plants (Part Functions, Y3)
Geography	Somewhere to Settle		Extreme Earth	The UK	What's it like in Whitby?	
History	Roman Empire		Time Box Activities		Anglo-Saxons and Viking Invasion	
R.E.	Christianity UC Creation and Fall 2a.1	Christianity UC Incarnation 2a.3	Hinduism, Islam & Christianity NAS 3.3 Worship and Sacred Places	Christianity UC Salvation 2a.5	Christianity UC Gospel 2a.4	Hindu, Islam & Christianity NAS 4.1 Journey of life & death Hinduism NAS 4.4 Hindu Beliefs and Practises
Computing	PM Unit 3.2 – Online Safety	PM Unit 3.1 – Coding	PM Unit 4.2 – Coding	PM Unit 3.5 – Email	PM Unit 4.6 – Animation	PM Unit 4.8 – Hardware Investigators PM Unit 4.10 – Artificial Intelligence
Art & Design	Groundbreaking Graffiti		Amazing Ammonites		Camouflage Collage	
Design & Technology		Making Mini Greenhouses		The Great Bread Bake Off		Pneumatic Toys
Music	Y3 Unit 1: How does music bring us together?	Adapting and Transposing Motifs (The Romans) (Kapow)	Samba with Sergio (Sing Up!)	Easter Service Performance	BBC Ten Pieces: Doctor Who Theme Tune	
P.E.	Gymnastics	Dance	Invasion Games: Netball (Y3) Swimming (Y4)	Net & Wall Games: Tennis	Athletics: Running	Striking & Fielding: Cricket
MFL (French)	Getting to know you	Time	All Around Town	Family and Friends	Our School	What's the time?
PSHE	Being Me In My World & Zones of Regulation	Celebrating Difference (Cultural Diversity & Community)	World of Work (Money Matters)	Healthy Me (First Aid and Staying Safe)	Relationships (Friends)	SRE: Y3 Changing Me SRE: Y4 Changing Me
Memorable Experiences & Trips	Mansfield Museum Workshop (Romans) Y3: Sunita Hinduism Experience	Pantomime Trip	Y4: Southwell Minster Faith Pilgrimage Day	Easter Service World Book Day	Y4: Thornbridge Residential	Trip to Seaside (Cleethorpes)

Computing

LKS2 Summer 1 '25 PM Unit 4.6: Animation

Appendix D

National Curriculum Objectives

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Vocabulary

animation, frame, FPS (frames per second), onion skinning, pause, stop motion

(see Sticky Knowledge Mat for definitions)

Previous Learning (PPLs)

- I know technology is used in many ways to do different jobs.
- I can recognise the ways digital technology can be used in the classroom, home, and community.

Future Learning (FPLs)

- I know a range of technologies can be combined to achieve a particular outcome.
- I know a range of technologies can be selected, used, and combined, such as using different hardware and software to create a solution that will have an impact on others.
- I can combine a range of technology to achieve a particular outcome.

Key Sticky Knowledge (by the end of the project, chn MUST know...)

- Some animations are created by hand and others with the help of technology.
- Onion skinning is a term used in animation and can make the animation process more efficient.
- Sound can be added to animation to enhance the finished product.
- The term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement.

Common Misconceptions

- Onion skinning is about real onions!
- The way animations can be made using stop motion will probably be difficult for children to understand so spend time on supporting children's understanding of this concept.

Links to whole school topic/school intent

Captivating, creative and challenging curriculum – creating their own animations
Being Brave – trying new things/new software

Real-Life Applications

Animators need to use this technique to create their films – future careers.

Assessment

Purple Mash Data Dashboard

Lesson	Lesson Info	Knowledge LO	Skill LO
1	*FB: Computing FBs Summer 1 2025, Slide 1* ***Purple Mash Unit 4.6: Lesson 1*** *Work as independently as possible – SEND to work with a partner.* *Ensure 2Dos are fully set up before lesson.* *Watch YouTube video of stop motion animation using paper to show how it can be done without technology!*	I know some animations are created by hand and others with the help of technology.	I can use digital technology in different ways in the classroom, home, and community to achieve a set goal.
2	*FB: Computing FBs Summer 1 2025, Slide 3* ***Purple Mash Unit 4.6: Lesson 2*** *Work as independently as possible – SEND to work with a partner.* *Ensure 2Dos are fully set up before lesson.*	I know onion skinning is a term used in animation and can make the animation process more efficient.	I can use the Onion Skin tool to create an animated image.
3	***Purple Mash Unit 4.6: Lesson 3*** *Work as independently as possible – SEND to work with a partner.* *Ensure 2Dos are fully set up before lesson.*	I know the term stop frame animation refers to animation where the stopping and starting of a camera gives an object the impression of movement. I know sound can be added to animation to enhance the finished product.	I can create and enhance a computer animation using features in software such as background and sounds.

Appendix E

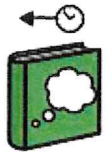
Subject Vocab Check		
English	conjunction	a word used to connect clauses or sentences
Maths	decimal point	a point or a dot which is used to separate a whole number from the fractional part of a number
Science	reflection	the process where light hits the surface of an object and bounces back into our eyes
Geography	coastal	something on the shore or seaside
History	Vikings	name given to people from Scandinavia who raided traded and settled in Britain between the 9th and 11th centuries
R.E.	Gospel	it means 'good news' in the Bible and it is the section about the teaching of Jesus
P.E.	relay	when runners take turns and pass something to each other on the way to the finish
Computing	onion skinning	a process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly
Art	collage	a piece of art made by sticking various materials such as photographs and pieces of paper or fabric onto a backing
Music	theme tune	a piece of music that is specifically written to represent a particular television show, radio program, film, or video game
PSHE	friendship	a close relationship between people who care about and support each other
French	la salle de classe	classroom

St Andrew's C of E Primary School

Summer (1) 2024

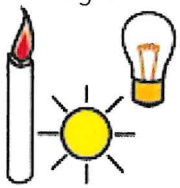
LKS2

English
Arthur and the Golden Rope (Narrative)



Maths
Money & Decimals

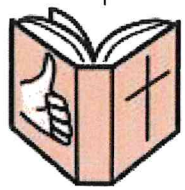
Science
Light



Geography
What's it like in Whitby?

History
Anglo-Saxons and Viking Invasion

R.E.
Gospel



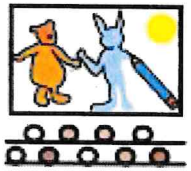
Art
Camouflage Collage

Music
Doctor Who Theme Tune

P.E.
Athletics

French
Our School

Computing
Animation



PSHE
Relationships: Friends