| Image **Parkdale Primary School: Computing and Digital Overview 2022-2023 (under continuous review & development)**This is a working document of current coverage of knowledge & skills in each year group. *\*See Parkdale’s Digital Awards for progression of skills.* The digital literacy is always evolving due to responding to curriculum themes & growing level of skill. In addition to the learning outlined, other Digital Literacy projects are carried out in each year group. This enables our pupils to consolidate learning and is part of their retrieval practice of Digital & Computing skills. Our core areas of Digital Literacy include: sound, video, art, photography, presenting and animation.  |
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|  |  Identity, Diversity & Belonging | A Green Clean World  | Peace & Conflict  |
| YEAR GROUP  | FOCUS | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 |  Summer 1 | Summer 2  |
| FOUNDATION STAGE 2 | ONLINE SAFETY | **\**See additional overview for Foundation Stage coverage of Digital Literacy & Computing*** |
| **National Online Safety** - **Self-image & Identity**:Lesson 1 – Self-image & identity videoLesson 2 – What do uncomfortable, embarrassed & upset mean? Lesson 3 – Offline/online scenarios – how they make us feel. | **National Online Safety – Online Relationships:**Lesson 1 – online relationships videoLesson 2 – What does communicate mean?Lesson 3 – How can we communicate using technology? | **National Online Safety – Online Reputation:**Lesson 1 & 2 – Online reputation & technology treasure huntLesson 3 – Can we connect to the internet with it or not? | **National Online Safety – Online Bullying:**Lesson 1& 2- How can people be unkind online?Lesson 3- Being unkind online & in real life  | **National Online Safety – Managing Online Information:**Lesson 1 – What devices can I use to get on the internet?Lesson 3- How can I use the internet to find out information? | **National Online Safety – Privacy & Security:**Lesson 1 & 2 – Personal information Lesson 3 – Who can you share your personal information with & why? |
| COMPUTING | **Computing –** Purple Mash Units: Expressive Arts, English, Maths, Physical Development, PSED, Understanding the World, Communication & Language***\*See additional EYFS planning*** | **National Online Safety – Health, Wellbeing & Lifestyle**Lesson 1 & 2 – Lifestyles, What are the rules when using tech at home/school?Lesson 3 – What can happen if we don’t follow the rules?Lesson 4- Technology rules or not? | **National Online Safety – Copyright & Ownership**Lesson 1 – Making documentsLesson 2 – Is it mine?Lesson 3 - Copies | **Computing –** Purple Mash Units: Expressive Arts, English, Maths, Physical Development, PSED, Understanding the World, Communication & Language**\*Additional EYFS planning** |
| YEAR 1 | ONLINE SAFETY | **National Online Safety** - **Self-image & Identity**:Lesson 1& 2 emotions/mood Lesson 3 – My trusted adults  | **National Online Safety – Online Relationships:**Lesson 1 & 2 -asking permission & communicating with tech Lesson 3 – Being kind & considerate | **National Online Safety – Online Reputation:**Lesson 1 & 2 – Sharing Info & what not to shareLesson 3 – Getting help | **National Online Safety – Online Bullying:**Lesson 1& 2- UnkindnessLesson 3 – Kind behaviour online  | **National Online Safety – Managing Online Information:**Lesson 1 – Devices & the internetLesson 2- Finding informationLesson 3- Real or make-believe? |  **National Online Safety – Copyright & Ownership**Lesson 1 – Making documentsLesson 2 – Is it mine?Lesson 3 - Copies |
| COMPUTING | **Computing -Data Handling & Algorithms****Purple Mash Units:**1:2 Grouping & Sorting (IT) 2 lessons 1.3 Pictograms (IT) 3 lessons  | **Computing – Reasoning****Purple Mash Unit:** 1.4 Lego Builders (CS algorithms) 2 lessons 1.5 Maze Explorers (CS reasoning, programs)4 lessons | **Computing - Pictograms****Purple Mash Unit**: 1.3 Pictograms (3 lessons) | **National Online Safety – Health, Wellbeing & Lifestyle:** Lesson 1-3- Being healthy with tech & following tech rules | **Computing – Spreadsheets****Purple Mash Unit:**1.8 Spreadsheets (3 lessons)**National Online Safety – Privacy & Security**Lesson 1 -Private informationLesson 2 – Can I shared my information?Lesson 3- Passwords |  |
| DIGITAL | **Theme: Beegu & Identity** **Digital Focus – Core Skills:**Basics of ShowbieUse of camera to take a selfie**Purpose**: Embedding skills to use Showbie as a learning tool throughout the year, use camera to capture learning **Digital Focus - Sound:** Use Chatterpix – draw Beegu & use Chatterix to orally express Beegu’s feelings.**Purpose**: Develop Oracy skills, confidence & use sound as additional learning tool **Audience**: Parents/ carers via Showbie **Digital Focus – Digital Art** Develop digital art skills, using Sketches School to create a self portrait **Purpose:** To reflect on own visual identity, identifying & celebrating differences in year group**Audience:** Year group – upload art work to Showbie Class. Discussion, celebrate differences & discuss which parts of identity are not visible**Other Integration****Digital Focus: Research** Geography focus – How to uses Apple/Google Maps to locate places**Purpose**: Develop map skills, iPad skills (zoom in/out) which can be used outside of school.**Audience:**N/A | **Theme: Mr Men** **Digital Focus – Digital Art:** Build on Sketches School skills, focusing on line/blending, use labelling - draw own Mr Men or Little Miss persona.**Purpose**: To develop digital drawing skills and labelling**Audience**: Family & class display **Theme: Transport** **Digital Focus – Photography** Use Photography to capture leaves, use photos on Sketches School to create zoomed in sketches, then make patterns using Photobox app. **Purpose**: Learn about seasonal changes (Science).**Audience:** Share outcomes with Reception & talk about texture, pattern – teach how was this created. **Additional idea:****Rhythm & Beats (Garage Band)**Project: Create your own drum beat using Smart Drums. ECC EY P85-91 Integration ideas: p133-134 | **Theme: Sustainable Development****Digital Focus – Presenting:** Create a digital information booklet (content developed over term)**Purpose:** Use Book Creator/Pages to create a booklet about chosen focus of theme i.e. ‘Plastic in the Ocean’ & share with friends, using Chatterkids/ Draw & Tell. Integrate Sandbox AR screen recording **Purpose:** Inform others about threats to ocean.**Audience:** Another Y1 class (Transform Trust)**Digital Focus: Video Creation & AR**Use Sandbox AR app**Purpose:** To explore sea creatures and habitats**Audience:** See above (add to digital information booklet & share with another school in Trust community).  | **Theme: Save Our Polar Bears** **Digital Focus – Presenting** Create a booklet using Pages/Book Creator (developing skills from Sp1) about chosen focus of theme, i.e. ‘The Arctic’**Purpose:** to inform others about threats to the arctic.**Audience:** Another Y1 class (Transform Trust) – outcome joined with Sp1 outcome)**Digital Focus – Video Creation & AR**Use Sandbox AR app**Purpose:** Toexplore polar bears and habitats**Audience:** see above - main outcome shared with another Y1 class in Trust, communication & feedback developed.**Science theme: Animals including Humans Science Topic****Digital Focus – Presenting:** Use Keynote**Purpose:** Introduction to how to use basics of Keynote. Use Keynote to sort animals into groups. **Audience**: N/A**Digital Focus: AR Use Google App –** creativity, insert a creature into the classroom! Capture photos from the AR and discuss features of creature.**Purpose:** Identify types of animals, focus on features, description & explore photography (angles/shots)**Audience:** Peers in year group with different creatures.  | **Theme: Dreams of Freedom** **Digital Focus – Video Creation:** In teams, use green screen and video to capture oral speech to inform draft of writing **Purpose:** Support writing process. Dreams of Freedom speech to inform & inspire family & friends. **Audience:** Share outcome in ‘Good Work Assembly’ to parents/community. Share some on our school You Tube channel & share link in Newsletter. | **Theme: Robin Hood** **Digital Focus – Presenting:** Create a poster using Keynote about Robin Hood**Purpose:** Develop Keynote skills (text boxes, images, formatting) **Audience:** Community – shared folder, access available on website.**Theme: I want my hat back****Digital Focus – Presenting:** Use Keynote to independently apply & refine Keynote skills, add in audio recording to retell story/develop Oracy. **Purpose:** Progression of Keynote skills & retell a story. **Audience:** Share outcome with Nursery/Reception/Y2 pupils in storytelling session |
| YEAR 2  | ONLINE SAFETY |  **National Online Safety – Self-image & Identity:**Lesson 1 – What I want to look like onlineLesson 2 – Risky situations onlineLesson 3- Giving Advice | **National Online Safety – Online Relationships:**Lesson 1 – How to askpermissionLesson 2 - Sharing online  | **National Online Safety – Online Reputation:**Lesson 1 & 2– My school, my profileLesson 3- Speaking to trusted adults | **National Online Safety – Online Bullying:**Lesson 1 & 2 – What is bullying? How does it make someone feel?Lesson 3 – Getting support | **National Online Safety – Managing Online Information:**Lesson 1 – Main parts of a webpage Lesson 2- Voice activated searchingLesson 3 – True or not? | **National Online Safety – Privacy & Security** Lesson 1 – Keeping things privateLesson 2- Stronger passwords  |
| COMPUTING | **Computing – Coding:****Purple Mash Unit:**2.1 (5 lessons)  | **Computing – Spreadsheets:****Purple Mash Unit:** 2.3 (4 lessons) | **Computing – Questioning:****Purple Mash Unit:** 2.4 (5 lessons) | **Computing – Effective Searching:****Purple Mash Unit:**2.5 (3 lessons)Focused around research linked to William Booth for Book Creator outcome | **National Online Safety – Health, Wellbeing & Lifestyle:**Lesson 1 – Using technologyLesson 2 – Following tech rulesLesson 3- Family rules | **National Online Safety – Copyright & Ownership:**Lesson 1- Does it belong to me?Lesson 2- Does it belong to them?Lesson 3- Copying work & ownership  |
| DIGITAL | **Digital Focus –** Recap and build on Showbie skills**Digital Focus - Digital Art:****Everyone Can Create EY p2** Identity, Geometric Me- create a self-portrait on Draw & Tell HD/Sketches School, including my favourite place/hobby. **Purpose:** Reflect on own identity, celebrate differences. **Audience:** | **Digital Focus – Animation:**Stickbot studio/Stopmotion. | **Digital Focus – Video Creation:**Action Movie EEC EY p73, Tell a Story p74-82**Digital Focus – Presenting:** | **Digital Focus – Photography:**Photography inspired by Andy Goldsworthy art, focusing on capturing light & shadows. Inspiration from ‘Light & Shadows ECC EY P42-4 | **Digital Focus – Art/Photography:**To create a William Morris art repeated pattern using Keynote and Pages. | **Digital Focus – Sound:**Create a voice poem in response to class text, inspired by ideas fromECC EY P100-107Integration ideas: p137-138  |
| YEAR 3  | ONLINE SAFETY | **National Online Safety – Self-image & Identity**Lesson 1- Avatars Lesson 2 – Usernames onlineLesson 3 – Changing identity online | **National Online Safety – Online** **Relationships:**Lesson 1- Sharing information onlineLesson 2 – Hurtful situations onlineLesson 3 – Permission & sharing | **National Online Safety – Online** **Reputation:**Lesson 1- Researching onlineLesson 2 – Things I don’t want to share onlineLesson 3 – Being unsure & seeking help | **National Online Safety – Online Bullying:**Lesson 1- Appropriate behaviour onlineLesson 2 – Bullying onlineLesson 3 – Getting support | **National Online Safety – Managing Online Information:**Lesson 1- AutocompleteLesson 2 –Facts, opinions & beliefsLesson 3 - Preferences | **National Online Safety – Privacy & Security:**Lesson 1 – Keeping passwords private Lesson 2 – Reporting & blockingLesson 3 – Collecting data |
| COMPUTING | **Computing – Coding:** **Purple Mash Unit 3.1** (6 lessons)**Computing - Touch typing** (daily bursts)– BBC Dance Mat Typing or alternative app | **Computing – Spreadsheets:****Purple Mash Unit 3.3**Pie charts & bar graphs (3 lessons) **Branching databases****Purple Mash Unit 3.6** (4 lessons) | **Computing – Simulations:****Purple Mash Unit:**3.7 Exploring, analysing & evaluating a simulation (3 lessons)**Computing - Graphing Data:** **Purple Mash Unit** 3.8 (2 lessons) **or Numbers App** | **Computing – Email****Purple Mash Unit**: 3:5 (5/6 lessons)**National Online Safety – Health, Wellbeing & Lifestyle:**Lesson 1- Activities in my dayLesson 2 – Spending time & positive activitiesLesson 3 – Age ratings | **National Online Safety – Copyright & Ownership**Lesson 1 – My digital work |
|  | DIGITAL | **Digital Focus- Sound:**Create a music podcast using Garage Band & Anchor app.**Purpose:** Reflect on personal identity and share this using music and conversation. **Audience:** Friends and Family – shared on school website and link shared with parents. **Additional integration opportunities:** **Anchor –** Teacher Led | **Digital Focus - Presenting:**Create a collaborative artifact guide using Pages**Purpose:** Create a collaborative artifact guide.**Audience:** For the next academic year**Additional integration opportunities:**Photography | **Digital Focus - Presenting:**Use Book Creator app to present a written river narrative, accompanied with hand drawn sketches and audio.**Purpose:** Use knowledge of a river to create own narrative. **Audience:** Share with Y4 in storytelling session via Padlet app.**Additional integration opportunities:**Photography Presenting to an audience through Padlet to receive feedback.  | **Digital Focus -Video Creation:**Create an informative video on clips about Elephants.**Purpose:** Inform & persuade others to act upon supporting animal rights.**Audience:** Wider world/school website - possible link to West Midland safari park. **Additional integration opportunities:**Hologo AR app – explore elephant features & facts. Use screen recording to add informative video to Elephant leaflet Use Garage Band  | **Digital Focus – Animation:**Create an animation, using Keynote, to show how the digestive system works. Include audio recordings to add explanation to animations and use mark up to label photos (planning stage)**Purpose:** Develop own knowledge of healthy eating body. Inform other Y3/Y4 pupils. **Audience:** Transform Trust Science Lead and another school in the Trust. **Additional integration opportunities:**PhotographyMark UpKeynote | **Digital Focus- Digital Art & Animation:**Create a Keynote magic pencil drawing which is animated. Use animation tools to animate drawing. **Purpose:** Create original magic pencil story from Malala’s Magic Pencil story.**Audience:** Y2/Y4 pupils**Additional integration opportunities:**Book CreatorGarage Band  |
| YEAR 4 | ONLINE SAFETY | **NATIONAL ONLINE SAFETY – Self-image & Identity**Lesson 1 – My online & offline identitiesLesson 2 – Positive InteractionsLesson 3 – Identity theft | **NATIONAL ONLINE SAFETY – Online Relationships**Lesson 1 – Online friendsLesson 2- Healthy online behaviour Lesson 3 -Respect & privacy | **NATIONAL ONLINE SAFETY – Online Reputation** Lesson 1 – Tips for searching onlineLesson 2 – Finding reliable information onlineLesson 3 – Researching a credibility  | **NATIONAL ONLINE SAFETY – Online Bullying** Lesson 1 – Being kind onlineLesson 2 – Recognising when someone is hurt, angry or upsetLesson 3 – Positive & negative comments | **NATIONAL ONLINE SAFETY – Managing Online Information**Lesson 1 – Adverts onlineLesson 2 – Searching for reliable information Lesson 3 – Adverts and pop-ups |  **NATIONAL ONLINE SAFETY – Privacy & Security:**Lesson 1 – Making choices Lesson 2 – Data saved onlineLesson 3 – Consent online |
| COMPUTING | **Computing – Coding:****Purple Mash Unit:**4.1 (6 lessons) | **Computing – Effective Searching:**Using a search engine, searching effectively & reliable sources  | **Computing - Spreadsheets:****Purple Mash Unit:**4.3 (add formula/format cells) (5 lessons) | **Computing – Hardware knowledge:****Purple Mash Unit:**4.8 Hardware Investigators  | **NATIONAL ONLINE SAFETY – Health, Wellbeing & Lifestyle** Lesson 1 – Being healthy online Lesson 2 – Taking care of your mindLesson 3 – Our free time | **NATIONAL ONLINE SAFETY – Copyright & Ownership**Lesson 1 – Impact of plagiarismLesson 2 – Can I use other people’s’ work?Lesson 3 – Copyright & usage rights  |
|  | DIGITAL | **Digital Focus – Video Creation** Use Green Screen, video and iMovie app to create an interactive tour guide of Nottingham, **Purpose:** To inform and provide help for new arrivals to Nottingham of the local sights. **Audience:** Wider community, upload videos to our You Tube channel and share with NTransport & council. **Digital Focus – Photography**Photography skills explored prior to trip to Sherwood Forest, applied on trip – focusing on how to capture the different moods/identity of nature. **Purpose**: Create a photography exhibition **Audience:** Online photography exhibition shared with parents & some displayed in school gallery. **Additional integration opportunities:** Photographs/Images Drafting/editing writing & audio/accessibility features to support writing. | **Digital Focus – Sound/Presenting:** To create an audio recording and a podcast episode about sustainability. **Purpose:** Inform and educate other pupils (Y3) and share with wider community via school website. **Audience:** Wider community, Possible link with sustainable development charity.**Additional integration opportunities:** Garage Band to create a soundtrack for podcast. Writing – scaffolding tools/ Popplet for planning/Padlet for feedback | **Digital Focus- Video Creation/Animation:**To create a video showing the Water Cycle. Create using Keynote, add animations, audio and create movie using IMovie.**Purpose:** To deepen own knowledge and understanding. Help to educate other children.**Audience:** Severn Trent, other schools**Additional integration opportunities:** Keynote, iMovie | **Digital Focus -Presenting:** To produce an encyclopedia about India, collaboratively, using Numbers app.**Purpose:** Bring together knowledge of India and to share knowledge with others.**Audience:** Wider community – share on school website and share link with others (to be decided).**Additional integration opportunities:** Use Google Maps and screen recording to show terrains, use locational vocabulary and use Google Expeditions to explore land use – add own videos in Numbers document.  |
| YEAR 5 | ONLINE SAFETY  | **NATIONAL ONLINE SAFETY – Self-image & Identity**Lesson 1- Copy, modify & alterLesson 2 – Creating a digital avatar Lesson 3 – Photos online | **NATIONAL ONLINE SAFETY – Online Relationships**Lesson 1- Strangers onlineLesson 2 – Emojis Lesson 3 – Our communities | **NATIONAL ONLINE SAFETY – Online Reputation**Lesson 1 – The perfect profile Lesson 2 – Researching onlineLesson 3 – Making judgements  | **NATIONAL ONLINE SAFETY – Online Bullying** Lesson 1 – Online & offline bullying Lesson 2 – Telling jokesLesson 3 – Helpline services | **NATIONAL ONLINE SAFETY – Managing Online Information** Lesson 1 – Trustworthy contentLesson 2 – Targeted advertsLesson 3- Assessing online information | **NATIONAL ONLINE SAFETY – Privacy & Security** Lesson 1 – Developing passwordsLesson 2 - Our data onlineLesson 3 - App permissions |
|  COMPUTING | **Computing – Coding:** **Apple Everyone Can Code- Swift Playgrounds** *Learn to Code 1*: Lessons 0- 4  | **Computing – Coding:** **Apple Everyone Can Code- Swift Playgrounds** *Learn to Code 1*: Lessons 4-9  | **Computing – Spreadsheets:****Purple Mash Unit:** 5.3 (conversions, advanced formula) (5 lessons) | **NATIONAL ONLINE SAFETY – Health, Wellbeing & Lifestyle** Lesson 1 – Pros and consLesson 2 – Looking after our mental health Lesson 3 – Spending money in games | **Computing – Databases:****Purple Mash Unit:** 5.4 (create own) (4 lessons) | **Computing – Coding/Design:****Purple Mash Unit**: 5.5 Game Creator (4 lessons) **NATIONAL ONLINE SAFETY – Copyright & Ownership**Lesson 1 – Using online contentLesson 2 – Google SafeSearchLesson 3 – Copyright rules |
|  |  DIGITAL | **Digital Focus – Animation:** Create a map animation using Keynote, which outlines the Triangular Slave Trade. Selfie video created to introduce the video and share some key facts – outcome creates video.**Purpose:** To deepen pupils’ understanding visually/ verbally of the journey of a slave during the slave trade. **Audience:** **Additional integration opportunities:** Use of Google maps to explore land use, terrains, deepen geographical understanding.  **Photo Collage- All about me!** Outcome: Create an abstract collage using instant alpha & compositionApp: Keynote **Autumn 2: Life Cycles**Create an animation video- understanding of life cycles. | **Digital Focus – Presenting/Video Creation/AR:** Create an informative and interactive Keynotewith videos and links. Outcome added to written outcome.**Purpose:** To inform, raise awareness & encourage others to make positive choices to reduce deforestation and the current threats to chimpanzees & orangutans. Action project- conscious buying & consuming, reduce use of Palm Oil. **Audience:** Wide demographic through the use of Youtube and Twitter, potential communication with charities.**Additional integration opportunities:** Planning tools (Popplet), accessibility tools to support writing, use of WWF Forests App and screen recording to see environmental impact and develop geographical understanding. Sound – create track to accompany outcome which creates appropriate mood. | **Digital Focus – App Creation:** Create a prototype App using Keynote collaboratively, all about Space. Use green screen to create videos on planets, use Pages in Presenter Mode for script, create links for sections of app, create space music for app.**Purpose:** To inform others about space and provide an app other pupils enjoy using.**Audience:** Peers & younger year group (TBD)**Additional integration opportunities:**AR –HologoGarageBand – Create menu musicCollaboration- working in groups to create various parts of the project. **Summer 1: Create atmosphere & emotion using sound.**Outcome: Poetry Recital of ‘The Day the War Came’App: Garage Band | **Digital Focus – Video Creation/Digital Art/Sound:**To create a video which appeals for help/donations to support refugees. Use of iMovie/clips to film a short appeal advert, add labels, sound.**Purpose:** To raise awareness about the refugee crisis and gain donations to help support those affected.**Audience:** Link with refugee charity and a wide demographic through the use of Youtube and Twitter – links shared within Trust community. **Additional integration opportunities:**Garage Band – create sound trackAnchor app – pupils may choose podcast in addition.  |
| YEAR 6 | ONLINE SAFETY | **National Online Safety – Self-image & Identity:**Lesson 1- Challenging stereotypesLesson 2 –Managing online situationsLesson 3 – Giving online safety advice  | **National Online Safety – Online** **Relationships:**Lesson 1- Sharing photos of othersLesson 2 – To share or not to share?Lesson 3 – My digital footprint | **National Online Safety – Online** **Reputation:**Lesson 1- Protecting my online reputationLesson 2 –Creating a positive online presenceLesson 3 – My profile | **National Online Safety – Online Bullying:**Lesson 1- Screengrabs and screenshotsLesson 2 – Reporting online bullyingLesson 3 – The impact of online bullying | **National Online Safety – Managing Online Information:**Lesson 1- Persuasion & advertsLesson 2 – Fake news detectiveLesson 3 – Writing fake news | **National Online Safety – Privacy & Security** Lesson 1- Managing passwordsLesson 2 – Real or fake?Lesson 3 - Phishing |
| COMPUTING 2-7COMPUTING | **Computing – Coding:** **Apple Everyone Can Code**Swift Playgrounds *Learn to Code 2*(*9 sessions)***Computing – Networks****Theory: WWW, Internet, networks, research, who is Tim Berners-Lee?** *Covered within our autumn theme sub topic: technology developments.* | **National Online Safety – Health, Wellbeing & Lifestyle:**Lesson 1- Being healthy with technologyLesson 2 – Persuasive design onlineLesson 3 – Pressure & technology**Computing – Blogging****Purple Mash Unit 6.4** (create & know how to use a blog – in response to climate change) |   **Computing – Spreadsheets:****Purple Mash Unit 6.3** (real-life planning & problem solving) (5 lessons) & use of Excel/Google/Numbers spreadsheets  | **Computing: Understanding Databases & Binary**Some elements taken from Purple Mash Unit 6.6 & 6.8 | **National Online Safety – Copyright & Ownership** Lesson 1- Copyright presentationsLesson 2 -ReferencingLesson 3 – Bibliographies  |
| DIGITAL | **Digital Focus – Sound:**To create a podcast discussing and sharing viewpoints on human rights, inequalities and democracy. Use Garage Band and Anchor AppDigital Art created for podcast graphic.**Purpose:** To build on own confidence of oracy, being able to express viewpoint and educate younger pupils on democracy in action. **Audience:** Y5 pupils.**Additional integration opportunities:**Use the AR Makr app to create a digital art exhibition- upload photos of Frida Kahlo paintings – display year group paintings together**Purpose:** Produce a virtual art gallery to share with parents and to celebrate pupils’ art work beyond the classroom walls.**Audience:** Parents and wider school community – video of AR exhibition on website.  | **Digital Focus -Video Creation:**To create a video presentation of a persuasive campaign speech on ‘Reduce Parkdale’s Carbon Footprint’, using Green Screen, iMovie & Clips, labels, audio and other gold features included. **Purpose:** As part of action project to inform, persuade & invite school community to take action on reducing school footprint (staff, pupils and classes, collectively)**Audience:** Whole school, videos shared with every year group.**Additional integration opportunities:**Use of Padlet for feedback, audio recording for drafting, class discussion for feedback**/**ideas sharing etc. | **Digital Focus – Presenting:** To create an E-Book using Book Creator, on ‘Save The Bees’, using Book Creator, collaborative document on bee species created using Numbers app & informative videos created individually using Clips/iMovie. Collaborative task to create some of the content, leading to individual outcome. **Purpose:** To inform others about the threats to bees, how important they are, with the intention to lead to action from local community – to buy our DT bee hotels, bee bombs and consider own impact. **Audience:** School community attending school fair & charity. **Additional integration opportunities:****Digital Focus – Video Creation:**To create a time lapse video to show the construction of bee hotels.**Purpose:** Show potential buyers of the bee hotels, how they were made and also to help others create their own bee hotels at home. **Audience:** Local community to raise money for local charity | **Digital Focus – Animation:** To create an animated timeline of 20th Century War events, using Keynote audio, transitions, animation, leading to informative movie outcome.**Purpose:** identify & develop understanding of sequence of events in timeline of other key events in history.**Audience:** Share with another school in the Trust who are also learning about 20th Century War via Showbie. Some videos also shared on YouTube.**Digital Focus – Sound:** Create a composition using Garage Band & include brass recording, inspired by 20th Century music.**Additional integration opportunities:**Option to create animation, video about the Water Cycle/Rivers**.** | **Digital Focus: Sound & Video Creation** Podcasting & Video Creation using iMovie to create documentary on 20th Century War. **Purpose**: To develop own understanding of events.**Audience:** Share as QR codes in school library as information reference. Space shared for feedback and engagement.**Digital focus – Sound:****Podcast:**To create a Leavers’ podcast collaboratively with peers using Garage Band & Anchor app – structured conversation on memories of primary school. Digital Art to design podcast image, own soundtrack created for podcast. **Purpose**: Reflect on memories, create an outcome to listen to in later years!**Audience**: year group, parents of Y6 and self. **Additional Integration Opportunities**: **Science** – **Presenting -** Create a digital workbook documenting Micro-Organisms experiment, pupils select apps/tools in how they want to document learning from experiment, including time lapse videos of mould, mark up of photos, collaborative document using Numbers and create tabs for sub-topics of experiment. |

 