



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Computer Science (Programming)</b>	Give instructions to, and respond to instructions from, other children involving movement around the room. Begin to understand that sequence (order) is important when devising algorithms and programming devices I can describe what I expect to happen while programming a robot.	Execute a program, observe the results. Begin to write programs successfully to create movement on-screen. Begin to use different kinds of inputs (key press, mouse click tap on a sprite, automated start condition ...)
	<b>Computer Science (Computers and Networks)</b>	Be aware of obvious uses of IT in and beyond school. Have a growing awareness of things in and beyond the home that have some kind of computer in them (microwave, car etc)	With support save and retrieve my work.
	<b>Information Technology (Multimedia)</b>	Use a painting app to create a picture to communicate ideas Use a camera or camcorder to take a picture or record my work Begin to edit digital photographs Understand the differences between a graphics apps and traditional art activities Understand that some apps will enable images to be animated. Talk about my use of a painting app and my choice of tools	Use sound recorders / players to listen to pre-recorded sound Experiment with a range of devices that create and record sound Use software to explore sound and musical phrases for a purpose Understand that devices have record and playback functions Recognise that an electronic keyboard can be used to select and control sounds Access different information using a range of equipment (apps, website, TV, DVD etc)
	<b>Information Technology (Data Handling)</b>	Enter text into a search engine to find specific given web sites Understand that it (the internet) gives rapid access to a wide variety of information and resources Talk about my use of it and compare with other ways of finding information Understand and talk about how my information can be used to answer specific questions Be aware of responsible internet use and the school's acceptable use policy	Develop simple classification skills by carrying out simple sorting activities (probably away from computer) Sort and classify a group of items by asking simple yes / no questions Talk about the different ways technology can be used to collect information, (e.g. Camera, microscope or sound recorder). Interpret graphs, discuss information contained and answer simple questions
	<b>Digital Literacy (e-Safety)</b>	Use technology safely Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Recognise acceptable/unacceptable behaviour	Recognise what is acceptable and unacceptable behaviour when using technologies and online services. Understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. Know what to do when concerned about content or being contacted.
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from resources available. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 🏠

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Computer Science (Programming)</b>	Give precise instructions to, and respond to instructions from, other children involving movement around the room. Describe what actions are needed for a particular task and begin to use the word algorithm. Understand that a number of different algorithms will often all solve the same problem. Predict what will happen in an algorithm or program Understand why algorithms are useful for solving a wide range of problems and that we use algorithms every day	Describe clearly what I expect to happen while programming a robot. Predict what will happen in an algorithm or program that I have not written myself. Execute a program, observe the results carefully spot errors and debug them. Understand that programs respond to inputs to carry out actions. Understand that a number of different algorithms will often all solve the same problem. Write programs successfully to create movement on-screen. Use different kinds of inputs in programming (key press, mouse click tap on a sprite, automated start condition ...)
	<b>Computer Science (Computers and Networks)</b>	Understand some of the things that people do with computers at work and at home. Understand that most computers, tablets and phones are connected to the internet.	Recognise that any one of a range of digital devices can be considered a computer. Log on to a computer network. Understand how to save and retrieve my work from a shared drive
	<b>Information Technology (Multimedia)</b>	Brush and pen tools, create lines and textures and use the flood fill spray and stamp tools. Use ict to source, generate and amend ideas for my art work Demonstrate good control when using still and video cameras understanding the need to frame an image or scene and keep the camera still create a sequence of images which together form a short animation to illustrate a story understand that animation is a sequence of still images Discuss the quality of my image and make decisions (e.g delete a blurred image)	Use sound recorders / tablets to record and playback sounds (eg voices, instruments, sounds around them ...) Explore a range of electronic music and sound devices including keyboards, software, tablets and different peripherals Compose music using icons to represent musical phrases begin to understand that music and sound can affect mood and atmosphere
	<b>Information Technology (Data Handling)</b>	Use appropriate buttons, menus and hyperlinks to navigate web sites for stored information Locate specific sites by typing a website address (url) into the address bar in a web browser. Understand that different forms of information (text, images, sound, multimodal) exist and that some are more useful than others for specific purposes Beginning to develop key questions to help find information	Responsible internet use and the school's acceptable use policy Use simple graphing programs to produce pictograms and other simple graphs Use graphing software to change the way a graph type (eg pictogram to bar chart) Understand that it can be used to sort items and information Understand that it can be used to create, display and change graphs quite easily Begin to understand that if data has not been entered accurately it cannot be used to provide correct answers to questions
	<b>Digital Literacy (e-Safety)</b>	Keep personal information private Use technology respectfully Use technology responsibly Identify a range of ways to report concerns about contact discerning in evaluating digital content Understand the importance of communicating safely and respectfully online, and the need for keeping personal information private.	Demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. Demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns. Recognises ethical issues surrounding the application of information technology beyond school
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use range of stimulus to form own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available . Analyse resources and stimulus available and discuss how it makes them feel or what it makes them think of.

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"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<i>Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC</i> <i>Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC</i> <i>Develop sense of fair play and show willingness to take turns and share. EGC</i>	<i>Develop belief that everyone can do things to improve surroundings and support others. EGC</i> <i>Explain the work of a chosen charity, raising awareness of people's needs within their own community.</i> <i>Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</i>
	<b>Global Learning and Sustainability</b>	<i>Explore immediate and local environment, showing appreciation of, and care for, living things. EGC</i> <i>Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC</i> <i>Discuss living things and their needs and explain how to take care of immediate environment. EGC</i>	<i>Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC</i> <i>Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC</i> <i>Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</i>

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Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Computer Science (Programming)</b>	<p>Work with a partner to design, write and de-bug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Begin to solve problems, by decomposing them into smaller parts</p> <p>Use sequence in programs</p>	<p>Begin to work with variables</p> <p>Work with various forms of input and output with support</p> <p>Begin to use logical reasoning to explain how some simple algorithms work</p>
	<b>Computer Science (Computers and Networks)</b>	<p>Understand that the Internet is a collection on computers (servers) joined together across the world</p> <p>Know there is a difference between the internet and the world wide web</p> <p>Be aware of the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing, scanning, internet via server ...)</p>	<p>Save my work to a variety of locations on the school network, online and locally to a device.</p> <p>Understand the reasons for saving in different places</p>
	<b>Information Technology (Multimedia)</b>	<p>Use different font effects, layout, format, graphics and illustrations</p> <p>Use editing tools</p> <p>Log on to an email account or forum</p> <p>Recognise key features of different layouts (e.g. poster, newspaper, menu)</p> <p>Select areas of a painting, copy and paste to make repeating patterns.</p> <p>Develop greater control over the digital stills video camera and use the enhanced tools. Discuss and evaluate the quality of my captured images and make decisions. Create a short animated sequence. Capture "footage" from different devices into simple movie editing software. Add simple titles and credits, music and narration.</p>	<p>Use IT to select and record voice and sounds. Select sound files in sound editing software / app. Use music software or app to experiment with sound patterns. Use music software / app to create a simple composition. Use ICT to create and perform sounds or music. Understand that copyright exists on most recorded music</p>
	<b>Information Technology (Data Handling)</b>	<p>Develop key questions and key words to search for specific information. Use information purposefully to complete specific tasks. Use search engines for different media. Understand a website has a unique address. Explain that some information found through searching is more relevant than others. Collect appropriate information, enter it into a database or spreadsheet</p>	<p>Generate and compare different charts and graphs. Explain that different graphs are used for different purposes. Organise, present, analyse and interpret the data in tables, tally charts, charts / graphs. Begin to develop skills to identify what data needs to be collected. Change the contents of cells in a spreadsheet. Use a spreadsheet to record data. Use a spreadsheet to explore simple patterns</p>
	<b>Digital Literacy (e-Safety)</b>	<p>Make sensible decisions if content is inappropriate or upsetting. Explain the Internet contains fact, fiction and opinion. Be aware of online marketing. Explain why we must keep personal information and passwords private when communicating online. Know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are.</p>	<p>Create a personal profile with an alias and avatar. Tell you how to deal with unpleasant communications via mobile, text, chat rooms. Understand why you should only befriend people you know and trust never to meet up with "friends" you know only online. Explain the importance of copyright issues and plagiarism. Know why it is important to respect others' feelings and electronic work</p>
	<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p>

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impact on others and self. EGC  
*Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC*

Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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Year 4		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Computer Science (Programming)</b>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence in programs (LKS2)</p> <p>Use repetition in programs;</p>	<p>Work with variables.</p> <p>Work with various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program.</p>
	<b>Computer Science (Computers and Networks)</b>	<p>Understand that the Internet is a collection on computers (servers) joined together across the world.</p> <p>Understand the differences between the internet and the world wide web.</p> <p>Understand the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing, scanning, internet via server ...).</p>	<p>Save (and successfully retrieve!) their work to a variety of locations on the school network, online and locally to a device.</p> <p>Understand the reasons for saving in different places.</p> <p>Understand the function of different externally visible parts of a computer (and peripherals) and classify as input or output devices.</p>
	<b>Information Technology (Multimedia)</b>	<p>Use different font effects, layout, format, graphics and illustrations to communicate for a given audience.</p> <p>Use appropriate editing tools to ensure their work is clear and error free</p> <p>Log on to an email account or forum, open emails, create and send appropriate replies, use attachments.</p> <p>Recognise key features of different layouts and consider how to meet the needs of the audience (e.g. poster, newspaper, menu)</p> <p>Select areas of a painting, copy and paste to make repeating patterns. Resize elements. Investigate reflection tools etc</p> <p>Develop greater control over the digital stills video camera and use the enhanced tools</p> <p>Discuss and evaluate the quality of my own and others' captured images and make decisions</p>	<p>Create a short animated sequence from captured</p> <p>Capture "footage" from different devices into simple movie editing software.</p> <p>Add simple titles and credits, music and narration.</p> <p>Use IT to select and record voice and sounds</p> <p>Select, import and edit existing sound files in sound editing software / app.</p> <p>Use music software or app to experiment with capturing, repeating and reordering sound patterns.</p> <p>Use music software / app to create a simple multipart percussion composition</p> <p>Use ICT to create and perform sounds or music that would otherwise not be possible live - e.g. playing a multi-part piece or a very fast piece</p> <p>Understand that copyright exists on most recorded music</p>
	<b>Information Technology (Data Handling)</b>	<p>Develop key questions and key words to search for specific information</p> <p>Use information purposefully to complete specific tasks</p> <p>Understand the dynamics of search engines</p> <p>Use search engines for different media</p> <p>Understand a website has a unique address</p> <p>Explain that some information found through searching is more relevant than others</p> <p>Describe the process of finding specific information</p> <p>Collect appropriate information, enter it into a database or spreadsheet and use this to answer simple questions</p> <p>Generate and compare different charts and graphs (using graphing software / app, spreadsheet etc)</p>	<p>Explain that different graphs are used for different purposes</p> <p>Organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, using IT where appropriate</p> <p>Begin to identify what data needs to be collected and design a questionnaire or survey to aid its collection</p> <p>Change the contents of cells in a spreadsheet to explore "What if ..." questions</p> <p>Use a spreadsheet to record data and produce graphs</p> <p>Use a spreadsheet to explore simple patterns (e.g. in a number square)</p> <p>Understand the need to structure information properly in a database or spreadsheet</p> <p>Use the vocabulary: file, record, field, data and information.</p>
	<b>Digital Literacy (e-Safety)</b>	<p>Make sensible decisions if content is inappropriate or upsetting</p> <p>Explain the Internet contains fact, fiction and opinion and begin to distinguish between these.</p> <p>Discuss online marketing and begin to develop strategies to deal with it</p> <p>Explain why we must keep personal information and passwords private when communicating online.</p> <p>Explain can explain that online communication is not always confidential and that it can be monitored.</p> <p>Explain that anyone can create a user showing any age or gender and people you meet online may not be who they say they are.</p>	<p>Make decisions about when an email should not be opened or messages ignored.</p> <p>Tell you how to deal with unpleasant communications via mobile, text, chat rooms</p> <p>Understand why you should only befriend people you know and trust never to meet up with "friends" you know only online.</p> <p>Choose when to use appropriate writing conventions for electronic communication</p> <p>Explain the importance of copyright issues and plagiarism: that taking text or images from some sites may be stealing other people's work.</p>

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		Create a personal profile with an alias and avatar rather than real name and photograph	Explain why it is important to respect others' feelings and electronic work
	<b>Creativity and Imagination</b>	Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC Develop the belief that mistakes are essential to learning and can be turned into opportunities.	Actively discuss what inspires their work, taking time to research ideas. Practise new skills and explore, merging skills from different subject areas. Discuss communicating deeper meaning, themes and purpose within work.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC	Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC. Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC	Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Computer Science (Programming)</b>	<p>Explain and program each of the steps in algorithm.</p> <p>Review and amend the original algorithm while programming.</p> <p>Deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>Recognise when a variable is needed to achieve a required result.</p> <p>Program a sprite to add to the score on a certain action.</p>	<p>Use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>Evaluate the effectiveness and efficiency of an algorithm, continually testing the programming of that algorithm.</p> <p>Recognise there are different algorithms for the same problem.</p> <p>Write programs that include variables (e.g. a scoring system in a game)</p> <p>Design algorithms and programs that use repetition</p>
	<b>Computer Science (Computers and Networks)</b>	<p>Show that the internet provides different services and be able to describe some (email, www)</p> <p>Show that information is passed around the internet.</p> <p>Tell a partner the functions of and terminology around web browsers and search engines</p>	<p>Tell a partner about the difference between physical, wireless and mobile networks.</p>
	<b>Information Technology (Multimedia)</b>	<p>Format and edit work to improve clarity and mood.</p> <p>Independently create, send and respond to email, blogs and forums.</p> <p>Produce formal or informal e-messages appropriate to a task or to solve problems</p> <p>Develop use of hyperlinks to produce more effective interactive, nonlinear presentations.</p> <p>Select and import sounds from own recording, create their own effects and music and import from other sources.</p> <p>Create images using a range of techniques</p> <p>Make decisions to capture, store, retrieve and edit digital images for a particular purpose.</p> <p>Independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.</p>	<p>Combine stills, video and sound using a video editing package</p> <p>Make use of transitions and special effects when editing films and understand the effect they will have on the audience.</p> <p>Develop skills in manipulating sounds</p> <p>Independently select and use a variety of appropriate devices to record musical and nonmusical sounds.</p> <p>Create own sounds and compositions to add to work</p> <p>Use IT to perform sounds or music that would otherwise not be possible live</p> <p>Use IT to produce music for a specific purpose, considering the impact on the audience</p> <p>Explain why copyright should be respected when selecting music samples</p>
	<b>Information Technology (Data Handling)</b>	<p>Use strategies for finding information</p> <p>Consider the effectiveness of search results</p> <p>Skim and select information checking for bias and different viewpoints</p> <p>Understand the possible impact of using incorrect data.</p> <p>Modify a search pattern in order to find specific information.</p> <p>Check for accuracy by checking data, using different views, search tools, and graphing.</p> <p>Identify and correct inaccuracies.</p>	<p>Solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process</p> <p>Construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie charts.</p> <p>Recognise the consequences of data not being accurate, relate to the wider world</p> <p>Enter formulae into a spreadsheet and modify the data, (simple calculations + - * ÷)</p>
	<b>Digital Literacy (e-Safety)</b>	<p>Understand that some internet material is age related</p> <p>Demonstrate safe practice when selecting images or content for uploading to a personal profile</p> <p>Understand some malicious adults use the internet to make contact and groom young children.</p> <p>Show how to report any suspicions (CEOP report abuse page).</p>	<p>Show the differences between public social networking sites and closed learning environments,</p> <p>Understand the purpose of passwords, that passwords should never be shared,</p> <p>Explain the importance of appropriate online behaviour and that online bullying is unacceptable.</p> <p>Explain why it is important to create a positive "digital footprint"</p> <p>Show an awareness of the need to check for copyright when downloading content from the internet</p>
	<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>

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 <p><b>Behave</b></p>	<p><b>Social Action and Community Involvement</b></p>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	<p><b>Global Learning and Sustainability</b></p>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

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Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Computer Science (Programming)</b>	<p>Explain and program each of the steps in own algorithm.</p> <p>Review and amend the original algorithm while programming.</p> <p>Talk about how a computer model can provide information about a physical system.</p> <p>Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity.</p> <p>Deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>Investigate more blocks - make a block to create more commands for actions that repeat in a program</p> <p>Recognise when a variable is needed to achieve a required result.</p> <p>Program a sprite to add to the score on a certain action.</p> <p>Use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p>	<p>Use logical thinking, imagination and creativity to extend a program.</p> <p>Evaluate the effectiveness and efficiency of an algorithm, continually testing the programming of that algorithm.</p> <p>Link errors in a program to a problem in the algorithm on which it is based.</p> <p>Recognise there are different algorithms for the same problem.</p> <p>Write programs that include variables (e.g. a scoring system in a game)</p> <p>Suggest tasks best completed by humans and those for computers.</p> <p>Recognise that different solutions exist for the same problem.</p> <p>Design algorithms and programs that use repetition</p>
	<b>Computer Science (Computers and Networks)</b>	<p>Explain that the internet provides different services and be able to describe some (email, www file transfer protocol, video conferencing ...)</p> <p>Explain how information is passed around the internet.</p> <p>Explain how search results are selected and ranked by search engines</p>	<p>Tell a partner the functions of and terminology around web browsers and search engines</p> <p>Identify key components within a PC and explain their function</p> <p>Understand the function of an operating system and be able to name some.</p> <p>Explain the difference between physical, wireless and mobile networks.</p> <p>Understand the basics of how data is stored (binary code, )</p>
	<b>Information Technology (Multimedia)</b>	<p>Format and edit work to improve clarity and mood.</p> <p>Independently create, send and respond to email, blogs and forums.</p> <p>Produce formal or informal e-messages appropriate to a task or to solve problems</p> <p>Talk about different forms of electronic communication, their appropriateness to tasks, advantages and disadvantages.</p> <p>Understand how pages are linked together and recognise the need for clarity.</p> <p>Develop use of hyperlinks to produce more effective interactive, nonlinear presentations.</p> <p>Make effective use of transitions and animations and consider the effect on the audience and appropriateness.</p> <p>Select and import sounds from my own recording, create their own effects and music and import from other sources.</p> <p>Create images using a range of techniques</p> <p>Make decisions to capture, store, retrieve and edit digital images</p> <p>Explain the difference between object based graphic packages and paint packages</p> <p>Independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.</p>	<p>Combine stills, video and sound using a video editing package</p> <p>Make use of transitions and special effects when editing films and understand the effect they will have on the audience.</p> <p>Make images and movies in a variety of formats, understanding some of the differences, and share on the internet (with due regard for safety).</p> <p>Independently select, edit and combine sound files from internet sources to create a podcast file.</p> <p>Develop skills in manipulating sounds</p> <p>Independently select and use a variety of appropriate devices to record musical and non-musical sounds.</p> <p>Upload and download projects to the VLE</p> <p>Create own sounds and compositions to add to work</p> <p>Use IT to perform sounds or music that would otherwise not be possible live</p> <p>Use IT to produce music for a specific purpose, considering the impact on the audience</p> <p>Explain why copyright should be respected when selecting music samples</p>
	<b>Information Technology (Data Handling)</b>	<p>Use strategies for finding information</p> <p>Consider the effectiveness of search results and refine where necessary.</p> <p>Skim and select information checking for bias and different viewpoints</p> <p>Talk about validity and plausibility and appropriateness of information, especially on the internet.</p>	<p>Check for accuracy by checking data, using different views, search tools, and graphing.</p> <p>Identify and correct inaccuracies.</p> <p>Solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process</p> <p>Construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie</p>

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		<p>Recognise the impact of using incorrect information in work. Understand the possible impact of using incorrect data. Use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data. Modify a search pattern in order to find specific information.</p>	<p>charts. Recognise the consequences of data not being accurate, relate to the wider world Enter formulae into a spreadsheet and modify the data, (simple calculations + - x ÷) Make predictions and changes and check results</p>
	<b>Digital Literacy (e-Safety)</b>	<p>Understand that some internet material is age related (especially games) and the implications for ignoring such guidance. Demonstrate safe practice when selecting images or content for uploading to a personal profile Understand some malicious adults use the internet to make contact and groom young children. Show how to report any suspicions (CEOP report abuse page). Explain clearly the differences between public social networking sites and closed learning environments,</p>	<p>Understand the purpose of passwords, that passwords should never be shared, Understand the importance of appropriate online behaviour and that online bullying is unacceptable. Explain why it is important to create a positive "digital footprint" Show an awareness of the need to check for copyright when downloading content from the internet</p>
	<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others. Think of multiple ways to answer a brief or answer a problem, using research as a starting point. Connect multiple skills from different subject areas to create something.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC Action community needs in: biodiversity, energy...etc ESch.</p>
	<b>Global Learning and Sustainability</b>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC Investigate how local actions affect the wider world. EGC Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC Discuss sense of responsibility for the environment and the use of resources. EGC Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC Action global needs in: biodiversity, energy...etc. ESch</p>

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