Year 7
DCF LINKS

Autumn Term	Spring	Summer
Module **Digital Literacy**	Module **Computing / Coding**	Module **Media**
ICT Become aware that information exists in a variety of forms Use given ICT resources to help create, present and safely share their ideas, including text/ word banks and images **ESafety** Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests Use digital technology to communicate and connect with others locally and globally e.g. text, image, photograph, video, newsletters	Give instructions to a friends and follow their instructions Begin to predict what will happen for a short sequence of instructions Begin to identify an algorithm to achieve a specific purpose Use software to create movement and patterns on screen Barefoot Computing Algorithms online http://barefootcas.org.uk/ Direct a robotic toy that can be controlled Show an understanding that machines can be controlled e.g. washing machines, everyday objects in the classroom and in the home Computational Thinking Break down a problem into separate parts to make it easier to understand Predict the outcome of simple sequences of instructions e.g. predict what will happen if	Students will plan collaboratively, save, retrieve, edit and re-save work independently and realise the importance of saving work regularly. They will use digital or web cameras effectively to capture images for a planned project. They will understand that the features of a digital camera can enhance images. They will use recording devices to capture sounds, music and narrations. Pupils will create a video or animation that includes captured and other appropriate resources and use narration as a planned part of a presentation. Interacting and Collaborating Share equipment and take turns Show perseverance to complete tasks on the computer Creating Explore and use different multimedia components to capture and use text, image, sound, animation and video

	instructions are followed accurately	
Oracy – Listen and respond to others in familiars contexts, asking questions to obtain simple / specific information
Reading – respond to what is read, expressing opinions about major events or ideas and make connections between reading and own experiences.
Writing – Write short creative and factual passages, check work and sometimes correct errors
Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
Read short information texts independently with concentration
Represent data using:
lists, tally charts, tables and diagrams
– bar charts and bar line graphs labelled in 2s, 5s and 10s
– pictograms where one symbol represents more than one unit using a key
– Venn and Carroll diagrams
Extract and interpret information from charts, timetables, diagrams and graphs.	Express opinions, giving reasons, and provide appropriate answers to questions
Extend their ideas or accounts by sequencing what they say and including relevant details
Speak clearly to a range of audiences
Sort and classify objects using more than one criterion
Collect information by voting or sorting and represent it in pictures, objects or drawings
Make lists and tables based on data collected.
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Use text when searching for information/media (image, video, sound) and use an internet browser independently, e.g. open web browser and type in one keyword for a search.
Collaborate with a partner on a piece of digital work.
Follow a sequence of steps to solve a problem, e.g. predict and explain what actions are needed to make something | Be aware of simple rules for sharing images and data, e.g. understand that photographs cannot be taken of others or shared online without seeking permission first
Talk about different forms of online communication, e.g. e-mail, messaging, video call and their uses.
Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. | Understand that information put online leaves a digital footprint or trail, *e.g. explain the meaning of digital footprint and encourage them to think critically about the information they leave online*
identify different forms of bullying, including cyberbullying, and suggest strategies for dealing with it, *e.g. screenshot, block, report.*

DCF Health and Wellbeing
Use strategies for creating and keeping strong, |

happen Students will use a variety of graphics packages to create pictures and patterns, and create simple musical compositions using a sequence or pattern on a computer <mark>DCF Health and Wellbeing</mark> Students will talk about their experiences, share and show care with equipment, sustain concentration and work with others on a task. Explore issues relating to cyber bullying and keeping personal information safe.	Follow a sequence of steps to solve a problem, e.g. predict and explain what actions are needed to make something happen Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	secure passwords, *e.g. three to four random words joined together or using capitalisation and numbers.*
HWB Learning Platform		
http://www.learn-ict.org.uk/esafety/primary.htm https://hwb.wales.gov.uk/esafety-index https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ http://www.kidsmart.org.uk/ HWB plus: All students have their own logon and can access Office 365 All students have access to HWB plus class zones	Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0 Barefoot computing http://barefootcas.org.uk/ All students have personal logons and can access J2 coding J2 Webby applications	Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0
Purple Mash Learning Platform		
A Fish Metric Fractronio's Pizzeria	Use paint a picture 2Code Chimp (beginner) Gibbon,(developing) Gorilla(Advanced) Scratch junior	Design/ Technology Design and make 3D models