

Digital Media 1

	Reception	KS1	LKS2	UKS2
PSHE		Using the Internet and Digital Devices Communicating Online	How the internet is used and assessing information online. How data is stored and used	Media literacy and Digital Resilience: How information online is targeted; different media types, their role and impact
		To know the ways in which people can access the internet e.g. phones, tablets, computers	To know a range of strategies to recognise whether something they see online is true or accurate to make safe, reliable choices from search results	To be able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.
		To be able to recognise the purpose and value of the internet in everyday life	To know that search results are ordered based on the popularity of the website and that this can affect what information people access	To know that some media and online content promote stereotypes.
		To be able to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos		To know how devices store and share information.
		To know that information online might not always be true		To understand how to assess which search results are more reliable than others.
				To be able to use basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
		Respecting Ourselves and Others: Playing and Working Cooperatively & Sharing Opinions	Growing and Changing; Personal Strength and Achievements; Managing and Re-framing Setbacks	Respecting Ourselves and Others: Expressing opinions and respecting other points of view, including discussing topical issues
		To be able to play and work cooperatively in different groups and situation	To understand that everyone is an individual and has unique and valuable contributions to make	To be able to listen and respect other points of view.
	To be able to share their ideas and listen to others, take part in discussions, and give reasons for their views	To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	To be able to constructively challenge points of view they disagree with.	
	ICT Foundations - Information Leaflet	Interactivity - Interactive Quiz	Video Editing	
	To be able to open a new presentation in PowerPoint	To be able to decide on a theme and purpose for my quiz	To be able to decide on the context and purpose for a video project	
	To be able to save a new and existing presentation	To be able to plan for the target audience, thinking about colours, vocabulary, images and target audience knowledge level	To be able to use the key elements of video editing including, camera, microphone and editing software	
	To be able to locate and open an existing presentation	To be able to plan and write questions and answers for my quiz, including incorrect answers that may or may not increase/decrease the difficulty of identifying the correct answer	To be able to plan and write the script for a video	
	To be able to add text to a presentation	To be able to create a title page, question pages and answer pages in PowerPoint	To be able to plan the sequencing for a video including location(s) and transition(s)	
	To be able to record voice for a given slide in a presentation	To be able to plan and sequence pages in PowerPoint for logical flow from questions to feedback and onto the next question, etc.	To be able to plan for the target audience, thinking about subject and/or context, images, captions, animations, music, sound effects, etc.	
	To be able to add images to a presentation	To be able to use hyperlinks and/or buttons to create interactivity in my quiz	To be able to cut and splice video clips to make a full video	
	To be able to form text and images in a presentation	To be able to test, evaluate and improve my quiz accordingly	To be able to upload, save and retrieve video clips from a digital camera to a computer	
	To be able to add timed transitions to a presentation	To be able to add sound-effects and images to a PowerPoint quiz	To be able to add images, captions, music, sound effects, etc. to a video	
	To be able to talk about what I like and dislike about a range of narrated stories/leaflets (as relevant to the chosen project)	To be able to use the Hide Slide and/or Action Setting features to hide answers	To be able to show consideration of lighting, angle, ambient noise, audibility of voice, presenter body language and positioning, etc. when filming a scene	
	To be able to evaluate my finished project	To be able to identify and evaluate the features and overall effectiveness of a range of quizzes	To be able to evaluate my video and suggest personal targets for future skills and knowledge development	

		To know about a range of different computer programmes and their purposes, including Word, Excell, Publisher and Powerpoint	To know about a range of different question types and their purposes, including multiple choice, true/false and fill-in-the-blank questions	To know about the use of green screen
		To know there are key differences between the internet, computer software and apps	To know about the different purposes of quizzes, i.e. to gather information, learning consolidation, diagnostics, fun	To know about one or more famous directors and/or producers
				To know about the contexts and purpose of video
FINAL OUTCOME		Narrated information PP	Interactive Quiz	Video Tour of School

Digital Media 2

	Reception	KS1	LKS2	UKS2
		Respecting Ourselves and Others: Playing and Working Co-operatively & Sharing Opinions	Growing and Changing; Personal Strength and Achievements; Managing and Re-framing Setbacks	Respecting Ourselves and Others: Expressing opinions and respecting pther points of view, including discussing topical issues
		To be able to play and work cooperatively in different groups and situation	To understand that everyone is an individual and has unique and valuable contributions to make	To be able to listen and respect other points of view.
		To be able to share their ideas and listen to others, take part in discussions, and give reasons for their views	To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	To be able to constructively challenge points of view they disagree with.
		Using the Internet and Digital Devices Communicating Online	How the internet is used and assessing information online. How data is stored and used	Media literacy and Digital Resilience: How information online is targeted; different media types, their role and impact
PSHE		To know the ways in which people can access the internet e.g. phones, tablets, computers	To know a range of strategies to recognise whether something they see online is true or accurate to make safe, reliable choices from search results	To be able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.
		To be able to recognise the purpose and value of the internet in everyday life	To know that search results are ordered based on the popularity of the website and that this can affect what information people access	To know that some media and online content promote stereotypes.
		To be able to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos		To know how devices store and share information.
		To know that information online might not always be true		To understand how to assess which search results are more reliable than others.
				To be able to use basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
		ICT Foundations - Photography	Interactivity - eBooks	Video Editing
		To know that there are many devices that can take photographs	To be able to decide on a theme and purpose for my eBook	To be able to decide on the context and purpose of a project
		To be able to take a photograph on an iPad	To be able to plan for the target audience, thinking about colours, vocabulary, images and target audience knowledge level	To be able to plan a series of images for a cartoon
		To be able to take a photograph on a digital camera	To be able to plan and write information for my eBook	To be able to plan for the target audience, thinking about subject and/or context
		To understand that photographs can be portrait or landscape and make choices about which to use	To be able to create a title page, contents page and information pages in BookCreator	To understand that photographs can be edited in many different ways
		To be able to explain how to take a good photo	To be able to plan and sequence pages in Book creator to create a logical sequence of information.	To be able to use photo editing software to crop and rotate images
		To be able to retake a photo to improve it	To be able to use hyperlinks to create interactivity in my ebook	To be able to alter colour effects in a photograph
		To be able to experiment with different light sources and light levels	To be able to test, evaluate and improve my eBook accordingly	to be able to combine images using different layers
		To be able to identify why a photo may be unclear	To be able to add images and videos to an eBook	To be able to evaluate my project and suggest personal targets for future skills and knowledge development

		To understand that photos can be edited	To know about the different purposes of eBooks	To understand that you cannot always see when a photograph has been edited.
		To be able to use basic editing tools to achieve a desired effect	To be able to identify and evaluate the features and overall effectiveness of a range of eBooks	To know about one or more famous photographers
		To be able to explain their actions		To know about the contexts and purpose of images
				To be able to find and download images from the internet
FINAL OUTCOME		Instructional photo sequence	Interactive eBook linked to a previous topic	Cartoon strip of composite images