

Creativity Projects can be done in small groups, using any resources. The projects can be linked to Topic, Science etc and should include some ‘Appsmashing’, using a mixture of apps and resources, such as Green screen, to create the final piece.

Class	Curriculum Link	Project Title	Apps	Lesson Activity
1	PSHE, Literacy, S&L	‘I’m a Superhero’	Doink - Green Screen iPad camera,	Children to create their own superhero characters. Using Doink , the Greenscreen app, children will present their ideas first spoken, then using a Greenscreen background, eg. A background of the sky for a flying superhero, etc.
2	PSHE, Literacy, S&L	‘I’m a Superhero’	Doink – Green Screen iPad camera	Children to create their own superhero characters. Using Doink , the Greenscreen app, children will present their ideas first spoken, then using a Greenscreen background, eg. A background of the sky for a flying superhero, etc.
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4	History, S&L	The Great Fire of London	IMovie	Children to create a stop motion animation and to narrate the events of the Fire of London, either as an eyewitness account or a chronological report. Using cardboard and paper, children to create an animated background with sound effects.
5	Science	Plants	IMovie iPad camera	Children will grow seeds and using an iPad camera and equipment, record at regular intervals the growth of the seed taking still images. These images will be put together using iMovie to create a timelapse video. Children will include video of an introduction with sldie titles, frame transitions and background music.
6	Music, Geography	The Journey of a River	IMovie – Stop Motion Animation SonicPi	To create a stop motion animation and background music about the journey of a river. Children will create a background set. Using plastercene, children will animate the journey along part of a river, describing physical and human features. Using SonciPi, children will create code which creates music for the background of the animation. The music will reflect the part of the river, eg. Fast for the middle course of waterfalls and rapids or slow and peaceful for the lower course, etc.
7	Music, Geography	The Journey of a River	IMovie – Stop Motion Animation GarageBand	To create a stop motion animation and background music about the journey of a river. Children will create a background set. Using plastercene, children will animate the journey along part of a river, describing physical and human features. Using Garageband, children will create code which creates music for the background of the animation. The music will reflect the part of the river, eg. Fast for the middle course of waterfalls and rapids or slow and peaceful for the lower course, etc.

8	Science	'Ssh... don't make a sound!'	Scratch	Children will create a classroom sound monitor. The sound monitors they create are examples of <u>control</u> programs they take information from an <u>input sensor</u> (a microphone), and use this information to alter the <u>output</u> of the program (displaying a warning message if pupils are too noisy).
9	History, Literacy	Black History Month	Morpho Aurasma Comic Life (Newspaper report)	To write a newspaper report, using the app Comic Life, about an important figure linked to Black History Month, eg. Rosa Parks, Cassius Clay, etc. Using the app Morpho, children will record an eyewitness account. The still image from Morpho will be used as a trigger so that their Morpho video can be linked to Aurasma, the AR app.
10	History, Literacy	Black History Month	Morpho Aurasma Comic Life (Newspaper report)	To write a newspaper report, using the app Comic Life, about an important figure linked to Black History Month, eg. Rosa Parks, Cassius Clay, etc. Using the app Morpho, children will record an eyewitness account. The still image from Morpho will be used as a trigger so that their Morpho video can be linked to Aurasma, the AR app.
11	Maths	Pizza Party	Microsoft Excel, Apple Numbers or Google Sheets. iPad camera. Equipment to make and cook pizzas.	Barefoot Computing Resources – Children will learn to search the internet effectively for information about a topic and have an understanding of copyright. Children will understand how spreadsheets can help them to solve problems, and become familiar with the spreadsheet modelling. Children will collect and enter data values into a spreadsheet, and predict what a change to a spreadsheet will do. Children will follow a recipe algorithm to create a pizza and evaluate their own work, and the work of other pupils.
12	Maths	Pizza Party	Microsoft Excel, Apple Numbers or Google Sheets. iPad camera. Equipment to make and cook pizzas.	Barefoot Computing Resources - Children will learn to search the internet effectively for information about a topic and have an understanding of copyright. Children will understand how spreadsheets can help them to solve problems, and become familiar with the spreadsheet modelling. Children will collect and enter data values into a spreadsheet, and predict what a change to a spreadsheet will do. Children will follow a recipe algorithm to create a pizza and evaluate their own work, and the work of other pupils.

Microsoft Assessment (Word Count) – Children to open a document in Microsoft Word.

Task – How many words can they type in 1 minute? Words can be from their reading book.

Staff to provide six examples of work, two from each ability including one SEN if available.

Microsoft Assessment (Excel) – Children to open a new Excel document.

Task – Children are given five minutes to input data provided and create a chart of their choice. They can include titles, labels etc. if know how to.

Staff to provide six examples of work, two from each ability including one SEN if available.

Coding (Scratch) –This can be done in small groups, as a whole class depending on availability of Ipads, Computing Suite etc, over the week, either as 1hr lessons, an afternoon or during PPA. The emphasis is on the children to plan and work independently writing code, solving problems and debugging to create an animation. Scratch cards and projects can be provided as a guide. Children will start with using Scratch cards then progressing onto Scratch Games and Challenge Workbook Activities into Years 5 and 6.

Class	Project Title	Lesson Activity
1	Lego Building	Children create a simple model (out of Lego or similar) and then take photos to create instructions (an algorithm) for other pupils to recreate their model. By removing one block at a time they are decomposing the problem into manageable steps.
2	Head, shoulders, knees and toes.	Children create a set of instructions (an algorithm) to sing a well known song. They also debug their algorithm and learn to use repetition.
3	A Tour of the World	Using the World Map game, children will first predict then programme (give instructions) to an onscreen Bee Bot, to move to different countries in the world.
4	Beebots 123	Children create sequences of instructions (an algorithm) to draw a shape of a numeral. Eg.3 An algorithm is a sequence of instructions, or set of rules, for performing a specific task. In this activity, programming involves taking the algorithm and using it to program a Bee-Bot to navigate a route, tracing the shape of the numeral.
5	Animate you name Dress Up Game	Animate the letters of you name, initials, or favourite word. Dress up a character with different clothes and styles.
6	Hide and Seek Create a Story	Make a hide-and-seek game with characters that appear and disappear. Choose characters, add conversation, and bring your story to life.
7	Make Music Let's Dance Virtual Pet	Choose instruments, add sounds, and press keys to play music. Design an animated dance scene with music and dance moves. Create an interactive pet that can eat, drink, and play.
8	Race to the Finish Pong Game Catch Game	Make a game where two characters race each other. Make a bouncing ball game with sounds, points, and other effects. Make a game where you catch things falling from the sky.

9	Sound Party Memory Master	Write a script of code to turn on music and watch shapes pulse with colour and zoom around the screen. The louder the music, the crazier it gets! (pg 8 Scratch Challenge) Create a script of code which creates a memory game. Listen carefully as a percussion orchestra plays a rhythm, then repeat it yourself – with no mistakes. Who has the best rhythm memory? (pg 28 Scratch Challenge).
10	Keepy – Uppy Fishball	Write a script of code which keeps a football in the air with your head, hands, or any other part of your body. If the ball touches the ground, it's 'Game Over'. (pg 16 Scratch Challenge) Write a script of code to create a game. How many goals can a sprite score in 30 seconds against opposition. (pg 8 Scratch Games)
11	Monkey Rescue Rapid Reaction	Write a script of code which create a superhero game. Help the sprite rescue stranded monkeys. Make sure he does not hit the clouds or buildings as he flies through the night sky. (pg 22 Scratch Challenge) Write a line of code which creates a game of rapid reaction. Which player has the fastest reaction? Fingers at the ready – when the green circle shows, press your key first to win the game! (pg 24 Scratch Games).
12	Ghost Hunt Melon Bounce	Write a script of code which creates a game to catch a friendly ghost. You're a witch on a broomstick flying around the city. Try to catch the friendly ghost as he glides through the night sky. Where will he pop up next? (pg 18 Scratch Games) Write a script of code to create a catching game. Watermelons are dropping from the sky. The sprite must stop them from reaching the ground. Help him bounce the melons back up into the air. (pg30 Scratch Games).

Keeping Safe Online

In KS1 staff will use the 'Knowsley Scheme of Work on Digital Citizenship and Technology' and 'E-safety Support' (ESS), for lesson plans and resources.

In KS2 staff will use the 'Knowsley Scheme of Work on Digital Citizenship and Technology' and also lessons from the 'Be Internet Legends Scheme of Work', for lesson plans and resources.

Keeping safe when using the internet will be reinforced during each Computing lesson.

Internet Safety Day will involve extra activities following the theme planned for each year.

All e-safety work will be recorded in Keeping Safe and Healthy books.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><u>Video and Class Discussion</u></p> <p>Make Children aware of some of the risks to using the internet</p> <p>Teach the children about personal information and the we must keep it safe</p>					
Year 1	<p><u>Video and Class Discussion</u></p> <p>Make children aware of some of the risks to using the internet</p> <p>Teach children about personal information and why they must keep it safe</p>		<p><u>Who do you Trust?</u></p> <p>Teach children who they can trust to share their personal information with</p>		<p><u>Sending e-mail and messages</u></p> <p>Children understand what email is and can send a class email</p>	<p><u>Staying Safe on the Internet (ESS)</u></p> <p>To understand that the Internet is open to all and that not everyone is friendly.</p> <p>To learn the rules of how to stay safe when using the Internet.</p>
Year 2	<p><u>Video and Class Discussion</u></p> <p>Make Children aware of some of the risks to using the internet</p>		<p><u>Introducing on-line life and what it is?</u></p> <p>Make children aware of the functionality of the internet – social networks,</p>		<p><u>What is Cyber-bullying?</u></p> <p>Make children aware of cyberbullying</p>	<p><u>Staying Safe on the Internet (ESS)</u></p> <p>To understand that the Internet is open to all and that not everyone is friendly.</p>

	Teach the children about personal information and the we must keep it safe		online gaming, emails etc		Teach children what cyberbullying is and why it wrong	To learn the rules of how to stay safe when using the Internet.
Year 3	<p><u>Video and Class Discussion</u></p> <p>Teach children about the risks of using the internet</p>	<p><u>Communicating On-Line, Images and Social Networking</u></p> <p>Discuss how children can communicate online.</p> <p>Teach children to communicate appropriately online.</p> <p>Teach children how to protect themselves online.</p>	<p><u>Cyber Bullying and Report Abuse</u></p> <p>Children to identify cyberbullying and its consequences.</p> <p>Children identify how to report any concerns they have</p> <p>To suggest ways young people can behave positively in cyberspace</p>	<p><u>Gaming and collaboration</u></p> <p>Children are able to identify the risks on online gaming and know how to protect themselves.</p>	<p><u>Friend or Foe?</u></p> <p>Children will identify who they can trust and share their personal information with online</p>	<p><u>'Be Internet Legends' Be Internet Sharp and Be Internet Alert</u></p> <p>Children will learn how to protect their online reputation.</p> <p>Children will learn how to work out whether information is true or reliable.</p>
Year 4	<p><u>Video and Class Discussion</u></p> <p>Develop children's understanding of online safety</p> <p>Ensure children are aware of the risks of the online world</p> <p>Ensure children are able to protect themselves online</p>	<p><u>Communicating On-Line, Images and Social Networking</u></p> <p>To identify cyberbullying and its consequences.</p> <p>Teach children how to report any concerns they have</p> <p>To suggest ways young people can</p>	<p><u>Cyber Bullying and Report Abuse</u></p> <p>Children can identify what cyberbullying is</p> <p>Children know how to deal with any cyberbullying issues.</p>	<p><u>Copy Right, what is it?</u></p> <p>Introduce children to copyright and explain what it is and why we have it</p> <p>Teach children how to search for copyright free materials</p>	<p><u>Passwords & Security</u></p> <p>Children are able to explain the importance of passwords.</p>	<p><u>'Be Internet Legends' Be Internet Secure and Be Internet Kind</u></p> <p>Children will learn how to make strong passwords to secure their information online.</p> <p>Children will learn ways in which they can be kind to others online.</p>

		behave positively in cyberspace				
Year 5	<u>Video and Class Discussion</u> Make children aware of some of the risks to using the internet. Children are able to reduce the risks of their online behaviour	<u>Communicating On-Line, Images and Social Networking</u> Children are aware of social networking sites and are able to protect themselves if they choose to use them.	<u>Cyber Bullying and Report Abuse</u> Make the children aware of cyberbullying. Make sure the children are aware who they speak to if they are the victims of cyberbullying	<u>Friend or Foe?</u> Children are able to identify who they should talk to online	<u>Copy Right, what is it?</u> Children learn what copyright is and what is meant by plagiarism Children learn that not everything on the internet is true and that they should check several sources to verify information.	<u>Gaming and Collaboration</u> Children can recognise risks to playing online games and are able to protect themselves.
Year 6	<u>Video and Class Discussion</u> Make children aware of the risks of using the internet.	<u>Gaming and Collaboration</u> Children can identify the risks to playing online games and know how to protect themselves	<u>Copy Right what is it?</u> Children learn about the issues of copyright and downloading materials.	<u>Cyber Bullying and Report Abuse</u> Teach children what cyberbullying is	<u>Communicating online, Social Networking, Sexting, Images & Grooming</u> Teach children about social networking sites and appropriate use of such sites. Introduce children to terminology such as 'sexting' and 'grooming'	<u>'Be Internet Legends' Be Internet Sharp - Think Before You Share</u> Children to learn about how to build a positive digital footprint. <u>Be Internet Alert – Check it's For Real</u> Children learn about how to be a critical consumer while online.

						<p>Children learn about different online scams, including what 'phishing' means.</p> <p><u>Be Internet Secure – Protect Your Stuff</u></p> <p>Children learn about ways to develop safe habits online, including the importance of protecting personal information.</p> <p>Children learn how to respect online privacy boundaries for themselves and others.</p> <p>Children learn ways to seek or ask for help if they or others feel unsafe online.</p> <p><u>Be Internet Kind – Respect Each Other</u></p> <p>Children learn how to develop respectful, empathetic and healthy online relationships.</p> <p>Children learn ways to manage and</p>
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						respond in a healthy and safe way to hurtful online behaviour.

Safer Internet Day

Class	Project Title	Lesson Activity (E-safety Support Resources)	
1	Our internet, our choice (Ages 3-5)	Children will be able to: <ul style="list-style-type: none"> - describe what the internet is, - name the things they can do online, - explain different things they need to ask permission for, - recognise how to make good choices online, - explore ways to ask others for permission. 	Going on a question hunt SID TV Video Act it out Is this the Internet? Asking and answering Tell me a story Yes or no? Making good choices Is it ok?
2	Our internet, our choice (Ages 3-5)	Children will be able to: <ul style="list-style-type: none"> - describe what the internet is, - name the things they can do online, - explain different things they need to ask permission for, - recognise how to make good choices online, - explore ways to ask others for permission. 	Going on a question hunt SID TV Video Act it out Is this the Internet? Asking and answering Tell me a story Yes or no? Making good choices Is it ok?
3	Our internet, our choice (Ages 5-7)	Children will be able to: <ul style="list-style-type: none"> - describe what the internet is, - name the things they can do online, - explain different things they need to ask permission for, - recognise how to make good choices online, - explore ways to ask others for permission. 	Tell me a story SID TV Video Act it out Is this the Internet? Our school website What does the internet know about me?

4	Our internet, our choice (Ages 5-7)	Children will be able to: <ul style="list-style-type: none"> - describe what the internet is, - name the things they can do online, - explain different things they need to ask permission for, - recognise how to make good choices online, - explore ways to ask others for permission. 	Tell me a story SID TV Video Act it out Is this the Internet? Our school website What does the internet know about me?
5	Our internet, our choice (Ages 5-7)	Children will be able to: <ul style="list-style-type: none"> - describe what the internet is, - name the things they can do online, - explain different things they need to ask permission for, - recognise how to make good choices online, - explore ways to ask others for permission. 	Tell me a story SID TV Video Act it out Is this the Internet? Our school website What does the internet know about me?
6	Our internet, our choice (Ages 7-11)	Children will be able to: <ul style="list-style-type: none"> - explain what is meant by ‘consent’ and ‘permission’. - recognise where they may need to give or receive permission online. - understand that choices they make online are important and can have meaning for others too. 	Personal Post-its What is Permission? #PermissionCheckUp – organisations. #PermissionCheckUp – friends The Power of No Our Internet, Our Choice reflection.
7	Online Communication – the Good, the Bad and the Dangerous (E-Safety Support Resources)	Children will be able to: <ul style="list-style-type: none"> - To recognise the range of ways in which content can be shared via the Internet, particularly via mobile devices. - To recognise that Wi-Fi and 3G, 4G, 5G devices offer a range of ways to communicate with others. - To recognise advantages, disadvantages and dangers associated with online communications and suggest ways to minimise risks. - To understand what is meant by communications ‘going viral’ and how this applies to text or multimedia messaging. 	<u>Ways of Communicating</u> - list all devices that can provide access to the Internet, view online content and allow them to communicate with others. <u>Discuss the advantages/disadvantages and dangers of having so</u>

			<p>many ways of sending and receiving communications.</p> <p><u>Discuss and present</u> – Are there any risk free ways of communicating using smart phones, PC's, tablets and the Internet?</p>
8	Danger in the Age of Online Communication	<p>Children will be able to:</p> <ul style="list-style-type: none"> - To recognise when the content of online communication might be suspicious. - To identify signs that a communication might be malicious or from a stranger. - To suggest appropriate responses to inappropriate or potentially dangerous communications sent online or via mobile devices. - To know who to tell in the event of receiving suspect communications from another person. 	<p><u>Profile Danger</u> – Look at e-safety situations. What would you do? Why? What is dangerous or inappropriate in this situation?</p> <p><u>Group discussion and feedback</u> discussing carious scenarios.</p> <p><u>Whole class discussion</u> on responses to various scenarios.</p> <p><u>A Guide to Keeping Safe</u> – Top five tips for spotting dangers in online communications and for how to respond?</p>
9	Films, Games and Ratings	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Understand why films and video games are given ratings by the BBFC/PEGI. - Understand what film and game ratings mean. - Understand that the Internet contains rated and unrated content. - Recognise what to do if inappropriate, upsetting and disturbing film or game content is accessed. - Suggest how knowledge of film and game ratings can be used to make decisions when accessing online content. - Know how to determine whether unrated online film and video is appropriate to watch. 	<p><u>Classifying Films (Online Trailers)</u> in paired and group discussions.</p> <p><u>Taking Responsibility</u> – Who is responsible for making decisions about whether film content is appropriate for children?</p> <p><u>Comparing</u> BBFC Film Classification and PEGI for Video Games</p>

			<p><u>Unrated Content</u> – What to do? How do you know whether it is appropriate to watch online film or video when there is no rating or classification?</p>
10	Online Fact, Fiction and Myth	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Understand that online content can be unreliable. - Understand that online communications can be used to pass on fiction and myths. - Recognise that unreliable online information can compromise their ability to learn and understand the world. - Suggest ways in which they should respond to communications they suspect are fictional, myths or scams. 	<p><u>Fact or fiction</u> – children to identify whether statements are fact or fiction.</p> <p><u>Model Evaluating Content</u> – Using a spoof website/pages, check it for accuracy of information.</p> <p><u>Evaluating Content</u> – Children to evaluate other websites and record and present the steps taken to validate the site’s content.</p>
11	Copying It – Right?	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Know that information on the Internet belongs to the author or creator. - Know what ‘copyright’ means and children’s responsibilities when using online information. - Know that taking information from the Internet can have legal implications. 	<p><u>Take a brief survey</u> - who had downloaded music, films, pictures, copied DVD’s, CDs.</p> <p><u>What is Copyright?</u></p> <p><u>What’s Legal?</u> Resource. Copyright and YouTube – video clip and discuss key points.</p> <p><u>How and where to watch legally?</u> – Discuss valid websites, applications, software that access online media content.</p> <p><u>Demonstrate</u></p> <p>www.findanyfilm.com</p>

	Promoting E-safety	Children will be able to: <ul style="list-style-type: none">- Communicate what needs to be considered when accessing, using or sending online content.- Communicate the key issues when making contact with others on the internet via PCs/laptops or other devices that connect to the World Wide Web.- Communicate key messages about behaving appropriately online.	<p><u>Spotting the Fakes!</u> – identify a range of pirate films and media created in breach of copyright and present these to the class.</p> <p>Using their previous understanding on e-safety, children will produce a piece of work that promotes e-safety and makes others aware of issues in this area.</p> <p>Eg.</p> <ul style="list-style-type: none">- A Powerpoint presentation to make younger children aware of an issue.- Produce information leaflets for parents/carers to make them aware of the aspects of e-safety they need to consider.- A guide to e-safety for other children in school using Microsoft Word.- Write a script and produce a podcast communicating information about an aspect of e-safety.- Create an e-safety ‘charter’ for use in school.
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			<ul style="list-style-type: none">- Produce information leaflets for parents/carers to make them aware of the aspects of e-safety they need to consider.- A guide to e-safety for other children in school using Microsoft Word.- Write a script and produce a podcast communicating information about an aspect of e-safety.- Create an e-safety 'charter' for use in school.
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