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| Computing | <p style="text-align: center;"><u>Oak pathway</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;"><i>Subject specific curriculum</i></p> |
| Curriculum cycle - Year 1 (2024-2025) | |

| | <i>Autumn</i> | | <i>Spring</i> | | <i>Summer</i> | |
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| Sunflower | I am Special! | We're not scared! | The Egyptians | Nature Detectives | How can I travel? | Splish, splash, splash into the seas |
| | What is a computer? | E-safety | Multimedia: EBooks | Data: Counting, sorting | Multimedia: Films, Animation | Programming & Algorithms |
| Key learning | <p>Understand that you can access content on a digital device</p> <p>Use a mouse, touchscreen or appropriate access device to target and select options on screen</p> <p>Recognise and use a range of digital devices</p> | <p>Are aware that some online content is inappropriate</p> <p>Are aware that information can be public or private</p> <p>That for most people the internet is an integral part of life and has many benefits</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the</p> | <p>Count 1 or more in a digital resource</p> <p>Recognise content in a range of formats, e.g. text, image, video, audio</p> <p>Sort familiar objects into 1 or more categories</p> <p>Answer basic questions about information</p> | <p>Use technology to explore and access digital content</p> <p>Operate a digital device independently to fulfil a task</p> <p>Select media (e.g. images, video, sound) to present information on a topic</p> | <p>Try alternative approaches to achieve a goal</p> <p>Input a short sequence of instructions to control a device</p> <p>Can order two or three steps of a known task</p> |

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| | <p>Recognise the basic parts of a computer, e.g. mouse, screen, keyboard</p> <p>Recognise basic parts of a keyboard, e.g. spacebar, numbers and letters</p> <p>Understand that you can access the same content on different devices</p> <p>Add text to a document using the keyboard or appropriate access device</p> <p>Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet</p> <p>Programming & Algorithms</p> | <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Understand why social media, some computer games and online gaming, for example, are age restricted</p> | <p>appearance of digital content</p> <p>Plan out digital content</p> <p>Present ideas and information by combining media independently</p> | <p>displayed in images, e.g. more or less</p> <p>Can distinguish between text, image, video and audio content</p> <p>Collect simple data (e.g. likes/dislikes) on a topic</p> <p>Can present simple data using images, e.g. number of animals</p> <p>Sort familiar objects into 2 given categories with support</p> | <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> | <p>Recognise patterns in groups of objects</p> |
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| | Follow simple instructions to control a digital device | | | | | |
| | Understand that we control computers | | | | | |
| | Identify the steps of a known task | | | | | |
| Key Vocabulary | Mouse, touchscreen, Keyboard, spacebar, text, tablet, digital device, algorithms | E-safety, online, social media, personal information, public information | Multimedia, Media, images, sound, edit, tools, digital content | Data, format, text, image, video, audio, categories | Multimedia, digital content, film, animation, edit, tools, | Programming, algorithms, sequence, device, |
| Trips and Visits | Preston Space Centre | Delamere Forest | Warrington Museum | | Manchester/Liverpool Airport | |
| Daffodil | Look at Me! | Winter Wonderland | China | Extreme Earth | Local History - Warrington | Adventures |
| | What is a computer? | E-safety | Programming & Algorithms | Multimedia: Sound and Music | Data: Pictograms, Branching Databases | Programming & Algorithms |
| Key learning | Recognise and use a range of input devices, e.g. mouse, keyboard, touchscreen Recognise and use a range of output devices, e.g. printer, | Recognise inappropriate content and know to tell an appropriate adult Can describe what makes a good friend | Understand what an algorithm is Create a simple algorithm Identify and explain patterns in groups of objects | Operate a digital device independently to fulfil a task Choose a digital device from a selection to complete a specific task | Identify an object by asking yes/no questions Recognise charts, tables or branching databases and understand why we use them | Identify and list the steps of a known task in order Understand that we control computers by giving them instructions |

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| | <p>speakers, monitor/screen</p> <p>Recognise that a range of devices contain computers, e.g. washing machine, car, laptop</p> <p>Understand that the Internet is made up of computers from all around the world connected together</p> <p>Understand that you can use a search engine to find information using keyword searches</p> <p>Multimedia: Photographs, Text</p> <p>Select basic options in a familiar application, e.g. colour of pen</p> <p>Choose a digital device from a selection to complete a specific task</p> | <p>Understand that you can share digital content online</p> <p>Understand what personal information is and the need to keep it private</p> <p>Understand that for most people the internet is an integral part of life and has many benefits</p> <p>Understand about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and</p> | <p>Debug an error in a simple algorithm or program e.g. for a floor robot</p> | <p>Present information using appropriate software with support</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> <p>Talk about what makes digital content good or bad</p> | <p>Explain information shown in a simple chart, pictogram, infographic or database</p> <p>Use specific software to create simple charts</p> <p>Collect data on a topic (eye colour, pets etc.)</p> <p>Present data in a pictogram independently</p> <p>Identify an object using a branching database</p> | <p>Create a simple program e.g. to control a floor robot</p> <p>Understand what an algorithm is</p> <p>Create a simple algorithm</p> <p>Identify and explain patterns in groups of objects</p> <p>Debug an error in a simple algorithm or program e.g. for a floor robot</p> |
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| | <p>Present information using appropriate software with support</p> <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> <p>Edit digital content to achieve a particular effect or improve it</p> <p>Talk about what makes digital content good or bad.</p> | <p>the importance of keeping personal information private</p> <p>Understand why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <ul style="list-style-type: none"> • Know where and how to report concerns and get support with issues online | | | | |
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| Key Vocabulary | Mouse, touchscreen, keyboard monitor/screen printer, tablet, devices, search engine, keyword searches, multimedia, application, software, images, video, sound, edit, tools, digital content | Digital content, personal/private information, electronic device, social media, age restriction, online abuse, trolling, search engine | Programming, algorithms, sequence, device, debug, error | Multimedia, digital device, software, edit and change, tools, digital content | Data, pictograms, infographic or branching databases, software | Programming, algorithms, sequence, device, debug, error |
| Trips and Visits | Preston Space Centre, Woolston Sensory Centre | | | Museum of Science and Industry | | |
| Rabbit | Key Skills | E-safety | Data | Multimedia: Photos; Sound & Music; eBooks | E-safety | Multimedia: Art; Working with text |
| Key Learning | <p>Get quicker at typing with both hands.</p> <p>Use a variety of font sizes, styles and colours.</p> <p>Align text left, right and centre.</p> <p>Create a title slide and choose a style.</p> | <p>Understand that you can share digital content online</p> <p>Understand what personal information is and the need to keep it private</p> <p>Understand the need for safe and responsible use of</p> | <p>Identify an object by asking yes/no questions</p> <p>Recognise charts, tables or branching databases and understand why we use them</p> <p>Explain information shown in a simple</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the</p> | <p>Understand that digital content belongs to the person who first created it</p> <p>Save and reuse digital content found online</p> <p>Understand what makes a good online friend and the need to be kind and</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the</p> |

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| | Change the layout of a slide. | information, communication technology (including safe management of own and others' personal data including images) | chart, pictogram, infographic or database | appearance of digital content | thoughtful online as in the real world | appearance of digital content |
| | Insert a picture/text/graph from the Internet or personal files. | | Use specific software to create simple charts | Plan out digital content | Understand that spending a long time in front of a computer screen can be unhealthy | Plan out digital content |
| | Decide upon and use effective transitions. | Know who to tell if concerned about content or contact online | Collect data on a topic (eye colour, pets etc.) | Present ideas and information by combining media independently | Understand that when we share content online, we might not be able to delete it | Present ideas and information by combining media independently |
| | Know where to save and open work | What to do and where to get support to report material or manage issues online | Present data in a pictogram independently | Edit digital content to achieve a particular effect or improve it | How information and data is generated, collected, shared and used online. | Edit digital content to achieve a particular effect or improve it |
| | Algorithms & Programming | | | Talk about what makes digital content good or bad | | Talk about what makes digital content good or bad |
| | Understand what an algorithm is | Understand why we use passwords | Identify an object using a branching database | | Know that not all information found online is true | |
| | Create a simple algorithm | Can remember a simple password and know not to tell anyone | Create a branching database using pre-prepared images and questions | | Understand that the digital content we make belongs to us and others need to ask permission to use it. | |
| | Identify and explain patterns in groups of objects | Can identify rules to add to an acceptable use policy for the class | Recognise an error in a branching database. | | The impact of viewing harmful content | |
| | Debug an error in a simple algorithm or program e.g. for a floor robot | | Find out similar information in different formats, e.g. text, video, audio | | | |

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| | <p>Predict the outcome of a simple algorithm or program</p> | | <p>Explain how different formats communicate information and their benefits</p> <p>Independently plan out and create a branching database</p> <p>Evaluate a given branching database and suggest improvements</p> <p>Understand that the questions you ask are important, when collecting data</p> | | <p>Algorithms & Programming</p> <p>Understand that computers have no intelligence and we have to program them to do things</p> <p>Understand that the order of instructions in an algorithm is important</p> <p>Understand that instructions in an algorithm need to be clear and unambiguous</p> <p>Evaluate the success of an algorithm or program</p> <p>Identify and correct errors in a given algorithm or program (debugging)</p> <p>Use the language if... then to describe the relationship between two actions.</p> | |
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| Key Vocabulary | Word processing, font, align, text, slide, style, layout, insert, transitions, save work, open work, programming, algorithms, sequence, device, debug, error | Digital content, personal/private data/information, age restriction, password, | Data, pictograms, branching databases, software, formats-text, video, audio | multimedia,-image, video sound, digital device, software, edit and change, tools, digital content | Digital content, save, reuse, harmful content, programming, algorithms, sequence, device, debugging | Multimedia, digital device, software, edit and change, tools, digital content |
| Trips and Visits | | | | | | ITV studios |
| Badger | Key Skills | E-safety | Data | Multimedia: Photos; Sound & Music; eBooks | E-safety | Multimedia: Art; Working with text |
| Key Learning | <p>Get quicker at typing with both hands.</p> <p>Use a variety of font sizes, styles and colours.</p> <p>Align text left, right and centre.</p> <p>Create a title slide and choose a style.</p> <p>Change the layout of a slide.</p> | <p>Understand that you can share digital content online</p> <p>Understand what personal information is and the need to keep it private</p> <p>Understand the need for safe and responsible use of information, communication technology (including safe management of own and others'</p> | <p>Identify an object by asking yes/no questions</p> <p>Recognise charts, tables or branching databases and understand why we use them</p> <p>Explain information shown in a simple chart, pictogram, infographic or database</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> <p>Plan out digital content</p> | <p>Understand that digital content belongs to the person who first created it</p> <p>Save and reuse digital content found online</p> <p>Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world</p> <p>Understand that spending a long time in front of a computer</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> <p>Plan out digital content</p> |

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| | Insert a picture/text/graph from the Internet or personal files. | personal data (including images) | Use specific software to create simple charts | Present ideas and information by combining media independently | screen can be unhealthy | Present ideas and information by combining media independently |
| | Decide upon and use effective transitions. | Know who to tell if concerned about content or contact online | Collect data on a topic (eye colour, pets etc.) | Edit digital content to achieve a particular effect or improve it | Understand that when we share content online, we might not be able to delete it | Edit digital content to achieve a particular effect or improve it |
| | Know where to save and open work | What to do and where to get support to report material or manage issues online | Present data in a pictogram independently | Talk about what makes digital content good or bad | How information and data is generated, collected, shared and used online. | Talk about what makes digital content good or bad |
| | Algorithms & Programming | Understand why we use passwords | Identify an object using a branching database | | Know that not all information found online is true | |
| | Understand what an algorithm is | Can remember a simple password and know not to tell anyone | Create a branching database using pre-prepared images and questions | | Understand that the digital content we make belongs to us and others need to ask permission to use it. | |
| | Create a simple algorithm | Can identify rules to add to an acceptable use policy for the class | Recognise an error in a branching database. | | The impact of viewing harmful content | |
| | Identify and explain patterns in groups of objects | | Find out similar information in different formats, e.g. text, video, audio | | Algorithms & Programming | |
| | Debug an error in a simple algorithm or program e.g. for a floor robot | | Explain how different formats communicate information and their benefits | | Understand that computers have no intelligence and we | |
| | Predict the outcome of a simple algorithm or program | | | | | |

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| | | | <p>Independently plan out and create a branching database</p> <p>Evaluate a given branching database and suggest improvements</p> <p>Understand that the questions you ask are important, when collecting data</p> | | <p>must program them to do things</p> <p>Understand that the order of instructions in an algorithm is important</p> <p>Understand that instructions in an algorithm need to be clear and unambiguous</p> <p>Evaluate the success of an algorithm or program</p> <p>Identify and correct errors in each algorithm or program (debugging)</p> <p>Use the language if... then to describe the relationship between two actions.</p> | |
| Key Vocabulary | Word processing, font, align, text, slide, style, layout, insert, transitions, save work, open work, programming, | Digital content, personal/private data/information, age restriction, password, | Data, pictograms, branching databases, software, formats- text, video, audio | Multimedia,- sound, music and eBooks, digital device, software, edit and change, tools, digital content | Programming, algorithms, | Multimedia-images, sound, video, digital device, software, edit and change, tools, digital content |

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| | algorithms, sequence, device, debug, error | | | | | |
| Trips and Visits | | | | ODEON | | |
| Fox | E-safety | E-safety | Multimedia: Sound & Music; Presentation | Data | Multimedia: Photos; Animation; Working with Text | Algorithms & Programming |
| Key Learning | <p>Can identify rules to add to an acceptable use policy for the class</p> <p>Know who to tell if concerned about content or contact online</p> <p>Key skills</p> <p>Use spacebar, backspace, delete, arrow keys, return</p> <p>Start to use two hands when typing.</p> <p>Word process short texts to present.</p> | <p>Understand what personal information is and the need to keep it private</p> <p>Know who to tell if concerned about content or contact online</p> <p>Understand why we use passwords</p> <p>Can remember a simple password and know not to tell anyone</p> <p>Understand that spending a long time in front of a computer screen can be unhealthy</p> | <p>Operate a digital device independently to fulfil a task</p> <p>Choose a digital device from a selection to complete a specific task</p> <p>Present information using appropriate software with support</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the appearance of digital content</p> | <p>Identify an object by asking yes/no questions</p> <p>Recognise charts, tables or branching databases and understand why we use them</p> <p>Explain information shown in a simple chart, pictogram, infographic or database</p> <p>Use specific software to create simple charts</p> <p>Collect data on a topic (eye colour, pets etc.)</p> <p>Present data in a pictogram independently</p> <p>Identify an object using a branching database</p> | <p>Select basic options in a familiar application, e.g. colour of pen</p> <p>Choose a digital device from a selection to complete a specific task</p> <p>Present information using appropriate software with support</p> <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select tools or options to change the</p> | <p>Understand what an algorithm is</p> <p>Create a simple algorithm</p> <p>Identify and explain patterns in groups of objects</p> <p>Debug an error in a simple algorithm or program e.g. for a floor robot</p> <p>Identify and list the steps of a known task in order</p> <p>Understand that we control computers by giving them instructions</p> |

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| | | <p>Understand that when we share content online, we might not be able to delete it</p> <p>Know that not all information found online is true</p> | Talk about what makes digital content good or bad | | <p>appearance of digital content</p> <p>Edit digital content to achieve a particular effect or improve it</p> <p>Talk about what makes digital content good or bad</p> | <p>Create a simple program e.g. to control a floor robot</p> <p>Understand what an algorithm is</p> <p>Create a simple algorithm</p> <p>Identify and explain patterns in groups of objects</p> <p>Debug an error in a simple algorithm or program e.g. for a floor robot</p> |
| Key Vocabulary | Spacebar, backspace, delete, arrow keys, return, word processing, text | Digital content, personal/private information, password | Multimedia - sound, music digital device, software, edit, digital content, tools | Data, pictograms, branching databases, infographics, software, | Multimedia- photographs, animation, text, basic option, digital device, software, media, edit and change, tools, digital content | programming, algorithms, sequence, device, debug, error |
| Trips and Visits | | | ODEON | | | |
| Woodpecker | | | | | | |
| | Autumn Term | | Spring Term | | Summer Term | |

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| | Improving Productivity Using IT Using ICT: Safe Working Practices | | Desktop Publishing Software | | Online Basics | |
| | TLM IT User Skills Entry Level 3 <i>English Presentations</i> | TLM IT User Skills Entry Level 3 <i>English Presentations</i> | Asdan PDP: Module 9 Science and Technology <i>Social Media</i> | TLM IT User Skills Entry Level 3 <i>English Presentations</i> | Asdan PDP: Module 9 Science and Technology <i>Social Media</i> | Asdan PSD: Using Technology in the Home and Centre Entry Level 3 <i>See attached</i> |
| <i>Covered Autumn 1, 2 + Spring 2</i> | Unit | | Content | | Assessment/Evidence | |
| TLM IT User Skills: Entry Level 3 Award | Mandatory Unit 1 (3 credits) Improving Productivity Using IT | | <p>1. Plan the use of appropriate IT systems and software to meet requirements</p> <p>1.1 I can identify the purpose for using IT.</p> <p>1.2 I can plan how to carry out the task using IT.</p> <p>1.3 I can select appropriate IT systems and software applications.</p> <p>1.4 I can identify the main legal and other constraints affecting the use of the IT system and software.</p> <p>2. Use IT systems and software to complete planned tasks</p> <p>2.1 I can use preset routines to improve productivity.</p> <p>2.2 I can use IT to complete planned tasks.</p> | | To link to PowerPoint 'Presentation Software' unit. | |

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| | | 3. Review the selection and use of IT systems and software for tasks 3.1 I can review the outcomes of the completed task. 3.2 I can identify the strengths and weaknesses of the IT systems and software used for the task. 3.3 I can identify ways to improve the outcomes of the completed task. | | | |
| | Unit 10 (2 credits) Presentation software | Produce PowerPoint for English speaking and listening assessment. Link this to English Component 1 content. | | Final PowerPoint | |
| Key Vocabulary | Safe working practice, desktop publishing software, Information technology systems, PowerPoint, | | | | |
| Trips and Visits | Coding with robot workshop in Manchester, Escape hunt in Liverpool, Immersive Gamebox Manchester, Treetop Golf Manchester, Liverpool World Museum | | | | |
| Hawk | | | | | |
| Covered Autumn 1, 2 + Spring 2 | Autumn Term | | Spring Term | | Summer Term |
| TLM IT User Skills: Entry Level 2 Award | Improving Productivity Using IT Using ICT: Safe Working Practices | | Desktop Publishing Software | | Online Basics |
| | TLM IT User Skills Entry Level 2 English Presentations | TLM IT User Skills Entry Level 2 Social Media | Asdan PDP: Module 9 Science and Technology Social Media | TLM IT User Skills Entry Level 2 English Presentations | Asdan PDP: Module 9 Science and Technology Social Media Asdan PSD: Using Technology in the Home and Centre Entry Level 2 |

| | Unit | Content | Assessment/Evidence |
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| | Mandatory Unit 1 (2 credits) Improving Productivity Using IT | 1. Plan the use of IT to meet requirements 1.1 I can identify the advantages of using IT for the task. 1.2 I can plan how to complete the task using appropriate IT systems and software. 1.3 I can identify any safety and security issues affecting the use of IT for the task. 2. Use IT systems to complete planned tasks 2.1 I can use an IT system to complete planned tasks following identified safe practices. 2.2 I can check that the outcome meets requirements. 2.3 I can identify ways to improve the use of IT for the task. | To link to PowerPoint 'Presentation Software' unit. |
| | Mandatory Unit 5 (1 credits) Using ICT: Safe Working Practices | PowerPoint linked to this. Pupil PowerPoint to input responses. | Pupil PowerPoint with responses. |
| | Unit 12 (2 credits) Presentation Software | Produce PowerPoint for English speaking and listening assessment. Link this to English Component 1 content. | Final PowerPoint |
| | Unit 29 (2 credits) Understand social media | 1. Know about social media platforms. 1.1 Identify examples of a social media platform. 1.2 Identify what a social media platform does. 1.3 Identify a benefit for social media. 1.4 Identify a disadvantage of social media. | 1.1 Mindmap 1.2/1.5 Q&A Worksheet 1.3/1.4: Worksheet or poster |

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| | | 1.5 Identify how personal safety is important when using social media | |
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Woodpecker and Hawk

Covered in
Spring 1 and
Summer 1 +
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Asdan PDP: Module 9 Science and Technology

| Challenge | Content | Assessment/Evidence |
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| 9A4: Analyse results from a survey. Carry out a survey and enter the data into a spreadsheet that you have created. Using your spreadsheet, analyse your results. Describe your findings and produce a bar chart, pie chart or graph to illustrate the results of your survey. | <ul style="list-style-type: none"> • Discuss introduction to social media & initial assessment of pupil knowledge and understanding. • Design a survey to ask people which social media platforms they use. • Create a spreadsheet to display results and create charts from this. • Print final results of survey. • Analyse - which is the most popular platform, which is the least popular platform. • <i>This could be split into age groups to extend this activity.</i> | <ul style="list-style-type: none"> • Initial survey • Spreadsheet showing results • Print out of bar chart/pie chart/graph. • Analysis of results. |
| 9A7: Create a guide on using social media safely. Find out how you can keep yourself safe when using social networks (e.g. X, Instagram, TikTok, Snapchat, Facebook). Create a guide for others. | <ul style="list-style-type: none"> • Discussion about using social media safely. • Produce a list of 'top tips for using social media safely'. • Using an appropriate application (publisher/canvas) produce a guide on using social media safely. | <ul style="list-style-type: none"> • Initial worksheets - e.g. ten top tips/online safety learning. • Final print out of social media guide. |

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| <p>OR</p> <p>Find out how social networking can both help and harm a person's career. Present your '10 Tips on using Social Networking Wisely'.</p> | | |
| <p>9A8: Produce a leaflet or Poster on Cyberbullying.</p> <p>What is cyberbullying? Produce a leaflet or poster that tells young people how to deal with it and where to go for help.</p> | <ul style="list-style-type: none"> • Discussion about Cyberbullying - what this is, how you can stay safe, what to do if this happens and how to report it. • Using an appropriate application (publisher/canva) produce a leaflet or poster on cyberbullying. | <ul style="list-style-type: none"> • Photos of group discussion/initial worksheets. • Final print out of leaflet or poster. |
| <p>9A9: Use design software to produce something.</p> <p>Use design software to produce one of the following:</p> <ul style="list-style-type: none"> • An album cover • Poster for an event • Newsletter • Graphics for social media • Other.... | <p>Suggestions:</p> <ul style="list-style-type: none"> • A Film Poster linked to Dystopia/English topic. • Newsletter about an activity that has taken place in school/class. • Poster to advertise the Bungalow. | <ul style="list-style-type: none"> • Print out of piece of work relevant to challenge. |
| <p>Key Vocabulary</p> | <p>Spreadsheet, data, bar/pie chart, social media, social networks, cyberbullying, design software, Safe working practice, desktop publishing software, Information technology systems, PowerPoint,</p> | |
| <p>Trips and Visits</p> | <p>Eureka! Science + Discovery Liverpool, Runway Visitor Centre at Manchester Airport, Conway Centres Burwardsl</p> | |