

	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing	Autumn	Digital Citizenship Online Safety Autumn 1 ThinkUKnow: Jessie & Friends – Episode 1 & 2 Books to prompt conversation: Digi Duck, Chicken Clicking, Smarty Penguin E-safety - 1.1 Digital Literacy with elements of Creativity Autumn 2 2 Type – PM throughout the year Logging on and off PM (Supported). Opening and closing programs. Navigating PM Completing and saving 2Dos in PM Pictograms – 1.3 Animated Stories – 1.6	Digital Citizenship Autumn 1 Online Safety ThinkUKnow: Jessie & Friends – Episode 2 & 3 Books to prompt conversation: PenguinPig, Monkey Cow, The Internet is a puddle. E-Safety – 2.2 Digital Literacy with elements of Creativity Autumn 2 2 Type – PM throughout the year Logging on & off school system (supported). Navigating and saving work on school system (supported) Format text in basic ways. Using shortcuts to change text (B, I, U) Spreadsheets – 2.3 Creating Music – 2.6 Making Music – 2.7	Digital Citizenship Online Safety Autumn 1 ThinkUKnow: Band Runner – Books to prompt conversation: #Goldilocks, But It's just a game, Webster's Friend. Regular digital footprint activities use alongside; www.commonsensemedia.com Identify and Develop e-Safety champions. Digital Literacy with elements of Creativity Autumn 2 2 Type – PM throughout the year Logging on & off school system (independently). Navigating and saving work on school system (supported). Using shortcuts to change text (B, I, U) independently. Using shortcuts to copy, cut and paste (Ctrl + V, X, C) – supported. Graphing – 3.8 Spreadsheets – 3.3 Branching Database – 3.6	Digital Citizenship Online Safety Autumn 1 ThinkUKnow: Band Runner Books to prompt conversation: But It's just a game, Webster's Friend. Regular digital footprint activities use alongside; www.commonsensemedia.com Develop awareness of appropriate use of popular apps such as Roblox, Tik Tok, friend trackers in snapchat, WhatsApp Identify and Develop e-Safety champions. Digital Literacy with elements of Creativity Autumn 2 Excel project possible link to topic Introduce the use of Excel. Create a basic table with excel, inserting and deleting columns and rows in a spreadsheet. Use a spreadsheet to create a graph. Add basic mathematical formula into excel. Use SUM to calculate the total.	Digital Citizenship Online Safety Autumn 1 Books to prompt conversation: But It's just a game, Technology Tail. Regular use of Think U Know & www.commonsensemedia.com Copyright, over sharing and self-esteem, bullying, digital footprint, cyber bullying, inappropriate material and the impact of their actions. What is Copyright video- https://www.youtube.com/watch?v=suMza6Q8J08 Identify and Develop e-Safety champions. Digital Literacy Autumn 2 Database project possible link to topic Create a database structure of my own and enter the data. Prepare a data collection form and collect quality information. Spreadsheets to create a graph. Decide on the most appropriate form of graph for a data set giving reasons for my choice. Interpret graphs of data collected from a variety of sources. 2Investigate	Digital Citizenship Online Safety Autumn 1 Books to prompt conversation: But It's just a game, Technology Tail. Regular use of Think U Know & www.commonsensemedia.com Teach about social networking sites, online gaming and different types of attention through debates and key questions Digital footprint activity and Online safety debating PEGI activity – PowerPoint, PEGI info and cards Exploring positive and negative attention – Jigsaw / Tom's Story videos https://www.commonsensemedia.org/ Digital Literacy Autumn 2 Use previously learnt skills across multiple application platforms Enhance previous use of Excel and Spreadsheets. Ensure accurate use of word processing programs and shortcuts to edit and improve work. (Ctrl + C, X, B), (Ctrl + B, U, I) Interactive Quiz – 6.7

	Spring	Computer Science (See Knowledge Mats) Focus Vocab: Algorithms Spring 1 Practical learning & unplugged activities. Development of directional language; robot friends, travel from A to B. Jam Sandwich robot. (see Barefoot for ideas) Debugging when things go wrong. iPad apps – BeeBot Spring 2 2 Go – Using direct to control objects 2 Code – 1.7	Computer Science with elements of Information Technology Spring 1 Practical learning & unplugged activities. Ideas; Barefoot, etc. Development of more complex directional language; rotations, etc. Independently debugging when things go wrong. iPad apps – Beebot, Kodable, Daisy Dinosaur. Spring 2 Focus Vocab: Program Short recap of 2 Code – 2.1 Main focus is the use / introduction to Scratch code and blocks. Scratch Project	Computer Science (See Knowledge Mats) Focus Vocab: Sequence Spring 1 Recap previous teaching through practical learning & unplugged activities. Ideas; Barefoot, etc. Ensure using the correct vocab ASAP. 2Code – 3.1 Children work though chimp levels. Spring 2 Follow Scratch Project Plans Sequence a simple program to produce a line, then a 2D Shape. Problem solve, detect, and debug errors with a prewritten and my own sequences.	Computer Science (See Knowledge Mats) Focus Vocab: Repeats & Loops Spring 1 Recap previous teaching through practical learning & unplugged activities. Ideas; Barefoot, etc. Ensure using the correct vocab ASAP. 2Code – 4.1 Children work though chimp levels. LOGO – 4.5 Spring 2 Follow Scratch Project Plans Sequence a simple program to produce a 2D Shape then a spiograph pattern. Apply knowledge of block programming to another application, e.g. InO-bot Transfer Scratch skills into Hopscotch/Swift app or Lightbot.	Computer Science (See Knowledge Mats) Focus Vocab: Selection/Conditionals Spring 1 Recap previous learning of Scratch. Apply knowledge of block programming to another application, e.g. PurpleMash - Scratch 2Code – 5.1 Children work though chimp levels. Spring 2 https://scratch.mit.edu/-maths-quiz-variables Apply knowledge of block programming to another application, e.g. Microbits Introduce Basic MicroBits and follow data handling project plans. https://www.microbit.org/lessons/	Computer Science (See Knowledge Mats) Focus Vocab: Variables Spring 1 Apply knowledge of block programming to another application, e.g. PurpleMash - Scratch 2Code – 6.1 & 6.5 Children work though chimp levels. https://scratch.mit.edu/-maths-quiz-variables Apply knowledge of block programming to another application, e.g. Microbits Spring 2 Continue to use MicroBits and follow Get Active project plans. Binary 6.8 Know that there are many other programming languages – C+, C#, java, Python, Ruby etc. Opportunities for Greater Depth: Transfer programming knowledge and skills to other platforms such as Scratch3, Python or Ruby (support available).
	Summer	Information Technology with elements of Digital Literacy Summer 1 Teaching of keys skills - Typing a sentence in a publishing program. Changing size, colour and font. Type sentence with CL, S, FS. Saving work on school network (supported)	Information Technology with elements of Digital Literacy possible computer science Summer 1 Teaching of keys skills through possible projects. Logging on & off school system (independently). Create tables into document.	Information Technology with elements of Digital Literacy possible computer science Summer 1 Navigating and saving work on school system (independently). Shortcuts independently Create folder to save work it, name it to identify. Type multiple sentences, formatting text, using tab for paragraphs, bullet points. Formatting shapes, rotate and size.	Information Technology with elements of Digital Literacy possible computer science Summer 1 Creative project possible link to topic Use multimedia packages to create an image collage. Add images together, edit the colour of the image, add text using collage app. Plan for a short animation to be used for a purpose.	Information Technology with elements of Digital Literacy Summer 1 Creative project possible link to topic & Art/D&T Design a 3D model using ICT to meet a specific goal, e.g. 2Design & Make. Evaluate and improve my finished designs.	Information Technology with elements of Digital Literacy & Digital Citizenship Summer 1 Networks – 6.6 How does the internet work? http://www.bbc.co.uk/guides/z3tbgk7 What is the World Wide Web? http://www.bbc.co.uk/guides/z2nbgk7

		Summer 2 Recap key e-safety principles. Logging on and off PM (independently – GD/Ex) Focus: Internet Resources Type and find information for simple keywords in search engine. Computing Pioneers: Tim Berners-Lee Find facts of T B-L can create a poster via PC.	Save images from the internet rather than copy & paste. Format document by adding border, changing orientation and inserting pictures. Summer 2 Recap key e-safety principles and keeping information private. Logging on & off school system (independently). Focus: Navigating the Internet Navigate and find information on simple webpages. Understand the difference between real and imaginary information.	Transferring skills to other software (PowerPoint) Summer 2 Recap key e-safety principles. Focus: Online Communication Introducing school email (as others way to communication) Only share information with people I choose and can trust. https://www.bbc.co.uk/education/clips/zqsg4wx Computing Pioneer: Charles Babbage Difference between belief, opinion and fact. Understand copying without permission causes problems.	Take a series of pictures or short clips and compile them to create a short animation. Summer 2 Recap key e-safety principles, through IT objectives. Focus: Website Evaluation Understand file extensions and which ones attribute to different ICT products - .doc .xls .ppt .pub .pdf .mp3 .mp4 Describe what an ISP, URL, is. Explain domain name types - .ac. uk .gov .sch Identify the most relevant results from a search engine – not just ‘sponsored’ links	Plan for a short film to be used for a purpose Consider the effect of camera angles, light & shadow when filming. Add titles, credits, transitions, & special effects Review and add to, replace and edit clips to make messages clearer. Export / embed a video in different formats for different purposes. Summer 2 Recap key e-safety principles, through IT objectives. Focus: What is a Computer? Know the difference between hardware and software. Know what an operating system is and why it important Identify the key internal parts of a computer & describe what each part does – RAM, memory, processor, motherboard Discuss what it means to save work locally, to a network or to a ‘Cloud’ Know & explain differences between input & output devices	Ensure children are familiar with key components of computers, hardware, software and input and output devices. Summer 2 What is Ai? Who invented Ai? What can Ai do? How will Ai affect the future? Possible Projects: Design and Make own app. https://thinkable.com/#/ Green Screen Project Leavers Book/Video Project Possible use of STEM Boxes
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