

Birchwood Computing Curriculum Map



| Year Group | Substantive Knowledge | Disciplinary Knowledge | Vocabulary | Resources |
|--------------------|---|---|---|--|
| Reception - autumn | <p>Autumn - 1</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Know that an ipad can be used to take pictures. -Know that an ipad is controlled with a touch screen. -Know how to take a photo of yourself with an ipad. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Recognise that a range of technology is used in places such as homes and schools. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Understand some uses of information technology (to find information, listen to stories, take pictures). <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> -Know how to talk nicely and respectfully online. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> -Know the meaning of the word algorithm. <p>Autumn - 2</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Know how to open apps on an iPad. -Know how to use a range of apps for a purpose (2Paint, Purple Mash and ChatterPix Kids). <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Recognise what information would be classed as 'personal information' – <i>Hector's World videos (Details, Details, Details)</i>. -Know that personal information should be kept private online. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Understand some uses of information technology (to find information, listen to stories, take pictures). -Know that the sound on devices comes from speakers. - Know that an animation is a moving drawing. <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> -Know how to talk nicely and respectfully online. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> -Know the meaning of the word algorithm. | <p>Autumn - 1</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Use an iPad or tablet appropriately. They can use their fingers on a touch screen. -Use an 'iPad' to open up the camera icon and attempt taking a self-portrait. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Explore different technologies used, e.g laptop, iPad, mobile phone and till in the role play area set up in classrooms. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Use a range of technology for a purpose.. -Explore the role play area set up as a kitchen, children using a variety of technologies (mobile phones, tills). -Use play technology to role-play speaking considerately and respectfully to one-another (e.g: mobile phone). <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> -Wait a short amount of time for something that they want. -Explain what makes a good friend? Discuss that friends online should be treated the same as friends on the playground. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> -Follow an algorithm. -First time children to follow simple precise step-by-step instructions. Second time include more than one instruction, e.g turn around and jump three times. <p>Autumn - 2</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Use a range of apps on an iPad. - use a range of apps for a purpose (2Paint, Purple Mash and ChatterPix Kids). <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Use a range of technology for a purpose.. -Listen to the story of 'Chicken Clicking'. What personal information did the chick share online? -Understand the importance of keeping personal information private. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Paint pictures of their new friends using '2Paint' on Purple Mash. -Create simple animations. Use 'ChatterPix Kids' to bring a squirrel to life. <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> -Complete familiar tasks independently and with support will try new things. -Select tools and resources that they need to complete a task of their own choosing. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> -Create simple verbal algorithms for common routines, such as putting on a coat. -Create a set of verbal instructions to navigate Goldilocks back home. | <p>iPad, picture, self-portrait, touch screen, forwards, backwards, stop, go, sideways, algorithm,</p> <p>technology, personal information, online, internet, animation, algorithm.</p> | <p>iPads</p> <p>Programs: 2Paint, Purple Mash and ChatterPix Kids</p> <p>Technology for role play area and continuous provision.</p> <p>Programs: 2Paint, Purple Mash and ChatterPix Kids</p> <p>Technology for role play area and continuous provision.</p> <p>Chicken Clickin' book (physical book or ebook).</p> <p>Hector's World videos.</p> |

| | | | | |
|----------------------------------|--|---|----------------------------------|---|
| <p>Reception - spring</p> | <p>Spring - 1 <u>Physical Development</u> Know that a Bee Bot can be programmed by pressing the buttons on top of it.</p> <p><u>Understanding the World</u> -Know that a range of technology is used in many other places outside the home and school, such as banks, shops and local environment. -Know the importance of keeping personal information private.</p> <p><u>Expressive Art and Design</u> -Know that pictures can be used using virtual pens and paints controlled by a touch screen.</p> <p><u>Personal, Social and Emotional Development</u> -Know what personal/ private information is. -Know what a user name and password is and that they are used to access their own information.</p> <p><u>Communication and Language</u> -Know that an algorithm is a set of specific instructions.</p> | <p>Spring - 2 <u>Physical Development</u> -Use fingers on a touch screen. -Program a Bee Bot along We're Going on a Bear Hunt story map (forwards, backwards, turn). <u>Understanding the World</u> -Select and use technology for particular purposes (taking a photo, listening to story, finding information or drawing a picture). -Explore different technologies used, e.g laptop, iPad, mobile phone and till in the role play area set up in classrooms. -Identify information that would be classed as 'personal information'. - Explain what to do if they encounter a stranger.</p> <p><u>Expressive Art and Design</u> -Select appropriate textures and tools to create a picture of a polar bear or penguin. Using 'MiniMash- Drawing and Painting'. -Take a self-portrait as a Snowman 'Mini Mash PurpleMash' -Select appropriate textures and tools to create a picture of a dinosaur 'MiniMash- Drawing and Painting'</p> <p><u>Personal, Social and Emotional Development</u> Complete familiar tasks independently and with support will try new things (drawing on iPad applications). -Children can select tools and resources that they need to complete a task of their own choosing (within Purple Mash paint). -Discuss what 'personal information' is and give examples. -Discuss what a username and password is and why we shouldn't share it. -Discuss why usernames and passwords are used. -Understand the importance of keeping personal information private.</p> <p><u>Communication and Language</u> -Create simple verbal algorithms for common routines, such as putting on a coat. Focus on the precise nature of instructions -Look at a set of instructions using arrows and predict what will happen if the instructions were inputted into the 'Bee-Bot'. Predict outcomes of algorithms. We are going on a Bear Hunt.</p> | <p>Bee Bots, program, tools,</p> | <p><i>Hector's World videos (Details, Details, Details).</i> Read story of 'Chicken Clicking'. What personal information did the chick share online? Stranger Danger: https://www.youtube.com/watch?v=92HCKfYakLU Animal drawing https://www.purplemash.com/#app/pap/animals/polarbear https://www.purplemash.com/#app/pap/animals/penguin https://www.purplemash.com/#app/pap/animals/finish_the_dinosaur1.</p> |
|----------------------------------|--|---|----------------------------------|---|

| | | | | |
|--|--|---|--|--|
| | <p>Spring - 2</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Know that a range of technology is used in many other places outside the home and school, such as banks, shops and local environment. -Know the importance of keeping personal information private. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Know that pictures can be used using virtual pens and paints controlled by a touch screen. <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> -Know what personal/ private information is. -Know what a user name and password is and that they are used to access their own information. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> - Know that sounds can be recorded using technology. - Know that sound is recorded through a microphone. - Know that iPads can be used to make video recordings. | <p>Spring - 2</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Select and use technology for particular purposes (taking a photo, listening to story, finding information or drawing a picture). -Explore different technologies used, e.g laptop, iPad, mobile phone and till in the role play area set up in classrooms. -Identify information that would be classed as ‘personal information’. - Explain what to do if they encounter a stranger. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> -Select appropriate textures and tools to create a picture of a dinosaur ‘MiniMash-Drawing and Painting’ <p><u>Personal, Social and Emotional Development</u></p> <p>Complete familiar tasks independently and with support will try new things (drawing on iPad applications).</p> <ul style="list-style-type: none"> -Children can select tools and resources that they need to complete a task of their own choosing (within Purple Mash paint). -Discuss what ‘personal information’ is and give examples. -Discuss what a username and password is and why we shouldn’t share it. -Discuss why usernames and passwords are used. -Understand the importance of keeping personal information private. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> -Create a set of verbal instructions (pictures of arrows) to navigate the dinosaur back to the swamp. -Create a talking digital book with guidance from an adult. Used ‘Our Story for iPad’ app to create a talking digital book about dinosaurs. | <p>personal information, microphone , speaker, digital book.</p> | <p><i>Hector’s World videos (Details, Details, Details).</i></p> <p>Read story of ‘Chicken Clicking’. What personal information did the chick share online? Stranger Danger: https://www.youtube.com/watch?v=92HCKPyakLU</p> <p>Animal drawing https://www.purplemash.com/#app/pap/animals/polarbear https://www.purplemash.com/#app/pap/animals/penguin</p> <p>https://www.purplemash.com/#app/pap/animals/finish_the_dinosaur1.</p> |
|--|--|---|--|--|

| | | | | |
|-----------------|--|--|--|--|
| Year 1 – autumn | <p>Autumn 1 <u>Digital literacy</u> - Know that computers and ipads are used in school (taking the register, playing music, lesson slides, videos). -Know that iPads can be used to take pictures and record spoken voice. -Know how to use the camera app on an iPad to take a simple picture. -Know that pictures can be altered and edited using apps. -Know that animation is used to create moving images. -Know how to use 'Chatterpix' to create a moving image with sound.</p> <p><u>Online Safety</u> -With support, know how to log in on Purple Mash. -Know that personal information includes your name, address and school. -Know that personal information should not be shared online.</p> <p>Autumn 2 <u>Computing</u> -Know that an algorithm is a precise set of instructions. -Know that debugging means to find the problems with an algorithm and fix them. - Know how to follow an algorithm . -Know how to create an algorithm .</p> <p><u>Online Safety</u> -Know that a password is a secret word or code that is used to keep information safe. -Know that passwords can be used to protect devices such as computers and phones.</p> | <p>Autumn 1 <u>Digital literacy</u> -Discuss the uses of computers and iPad in school. -Use the iPad to take pictures linked to learning in school. -Show pictures to others by swiping through the gallery. -Record a sentence using the record function on an iPad and play it back, adjusting the volume control for the audience. -Add a picture into an application (Purple Mash) and manipulate the image. -Describe how an image can be changed to manipulate it. -Create a moving image using 'Chatterpix'.</p> <p><u>Online Safety</u> -With support, demonstrate how to log on to Purple Mash. -Discuss personal information and why it is important not to share it online.</p> <p>Autumn 2 <u>Computing</u> -Verbally give precise instructions to a partner. -Find and fix errors in an algorithm. -Follow an algorithm (using songs – Hokey Cokey). -Create an algorithm based on Hokey Cokey (instrumental version).</p> <p><u>Online Safety</u> -Discuss that a password is a secret word or code that is used to keep information safe. -Discuss that passwords can be used to protect devices such as computers and phones.</p> <p>Spring 1 <u>Computing</u> -Use directions forwards, backwards, left and right to move a Beebot. -Code a Beebot to follow an algorithm.</p> <p><u>Online Safety</u> -Discuss how to communicate respectfully online.</p> <p>Spring 2 <u>Digital literacy</u> -Discuss the uses of ICT at home. -Add pictures into an application (Purple Mash) and order them. -Discuss common uses of ICT to attract an audience. -Make changes to their work based on feedback. -Create pictures using painting application (Purple Mash). -Discuss common uses of ICT to present work (letters, information, books). -Use an application on iPad to combine pictures and sentences (Purple Mash).</p> <p><u>Online Safety</u> -Discuss how to behave politely online with people I know well.</p> | <p>Autumn 1 Camera Photograph Animation Personal information</p> <p>Autumn 2 algorithm program password</p> <p>Spring 1 Algorithm program respect communicate</p> <p>Spring 2 Audience Polite Online</p> | <p>Autumn 1 <i>Camera app</i> <i>Astronaut Mashcam' on PurpleMash</i> <i>Chatterpix</i> <i>Chicken Clickin' Book</i></p> <p>Autumn 2 <i>Hokey Cokey song:</i> https://www.youtube.com/watch?v=TMCThi3pFEQ <i>Instrumental version:</i> https://www.youtube.com/watch?v=DFI0xnldHQC</p> <p><i>Project Evolve- Online Reputation</i> https://projectevolve.co.uk/toolkit/resources/years/year-one/online-reputation/</p> <p>Spring 1 <i>Beebots</i> <i>Project Evolve - Online Bullying</i> https://projectevolve.co.uk/toolkit/resources/years/year-one/online-bullying/</p> <p>Spring 2 <i>Uses of technology in the classroom-</i> https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us/lesson-1-technology-in-our-classroom</p> <p><i>Purple Mash Unit 1. 9 Technology Outside of school</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-9</p> <p><i>Purple Mash – Create a class display board on Purple Mash and save QR codes to show some examples</i></p> |
| Year 1 – spring | <p>Spring 1 <u>Computing</u> -Know how to use directions forwards, backwards, left and right to move a Beebot. -Know how to code a Beebot to follow an algorithm. -Know that an algorithm written for a computer is called a program.</p> <p><u>Online Safety</u> -Know how to communicate respectfully online. SAFER INTERNET DAY – February</p> <p>Spring 2 <u>Digital literacy</u> -Know that ICT is used at home (computers, ipads, phones). -Know how to create digital content using pictures. -Know common uses of ICT to attract an audience (pictures, posters, printing). -Know how to make changes to their work based on feedback. -Know how to create pictures on an application (Purple Mash). -Know common uses of ICT to present work (letters, information, books). -Know how to combine pictures and sentences on an application on an iPad.</p> <p><u>Online Safety</u> -Know how to behave politely online with people I know well.</p> | | | |

| | | | | |
|-------------------------------|--|---|---|--|
| <p>Year 1 - summer</p> | <p>Summer 1 <u>Computing</u> -Know how to use direction keys to move an icon on an application. -Know how to debug, undo and retry an action. -Know how to create and debug an algorithm.</p> <p><u>Online Safety</u> -Know that people online can be unkind. -Know when to speak to an adult about something that has happened online.</p> <p>Summer 2 <u>Digital literacy</u> -Know that animation is used to create moving images. -With support, know how to create an animation using images and sound. -Know how to use 'Sock Puppets' to create an animation.</p> <p><u>Online Safety</u> -Know basic rules about how to stay safe online.</p> | <p>Summer 1 Computing -Use direction keys to move an icon on an application (2Go). -Debug movement using 'undo' and trying again. -Create and debug algorithms (2Go and Helicopter Rescue).</p> <p><u>Online Safety</u> -Discuss that people online may be unkind. -Discuss when to speak to an adult about something that has happened online.</p> <p>Summer 2 <u>Digital literacy</u> -Create an animation using images and sound (Sock Puppets EDU).</p> <p><u>Online Safety</u> -Understand basic rules about how to stay safe online.</p> | <p>Summer 1 Debug Retry Direction Icon Undo</p> <p>Summer 2 Animation Safe Rules</p> | <p>Summer 1 <i>Purple Mash Unit 1.5 Maze Explorers</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-5</p> <p><i>Busy Things – Helicopter Rescue</i></p> <p><i>Project Evolve (Self Image and Identity)</i> https://projectevolve.co.uk/toolkit/resources/years/year-one/self-image-and-identity/</p> <p>Summer 2</p> <p><i>Sock Puppets</i></p> <p><i>Project Evolve – Health, Well-being and Lifestyle</i> https://projectevolve.co.uk/toolkit/resources/years/year-one/health-well-being-and-lifestyle/</p> |
| <p>Year 2 autumn</p> | <p>Autumn 1 <u>Digital literacy</u> -Know common uses of technology outside of school. -Know how to save pictures to the iPad camera roll.</p> <p><u>Online Safety</u> -Know that information online lasts a long time.</p> <p>Autumn 2 <u>Digital literacy</u> -Know how to log on to a laptop and shut it down carefully. -Know how to use a keyboard to type on a laptop. -Know how to save images from a search engine onto a laptop. -Know how to add images and text onto an application. -Know how to control the laptop cursor. - Know how to save work. -Know how to find the work they have saved. -Know that work can be saved and reopened to continue. -Know how to make changes based on feedback.</p> <p><u>Online Safety</u> -Know what makes a good password. -Know how to keep passwords safe. -Know why it is important to keep passwords safe.</p> | <p>Autumn 1 <u>Digital literacy</u> -Discuss common uses of technology outside of school. -Design and create an iWristband using knowledge of uses of technology to inform choices of features. -Save pictures from searches (Kiddle) to the iPad camera roll.</p> <p><u>Online Safety</u> -Discuss how information shared online can last a long time.</p> <p>Autumn 2 <u>Digital literacy</u> -Log on to a laptop and shut it down when finished. -Practise typing skills (Purple Mash – 2Type). -Use a search engine (Kiddle) to find images and save them onto the laptop. -Combine text and images using an application on a laptop (typing on Purple Mash). -Save work completed using applications (Purple Mash). -Find work that has been saved. -Use a laptop pad or mouse to create an image. -Make changes to work based on feedback.</p> <p><u>Online Safety</u> -Use safe, memorable passwords for accounts. -Discuss how to keep passwords safe. -Discuss why it is important to keep passwords safe.</p> | <p>Autumn 1 Technology Pictures Search Information</p> <p>Autumn 2 Laptop Log on Shut down Type Search engine Save Password</p> | <p>Autumn 1 <i>Technology is all around us</i> https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</p> <p><i>iWristband Slides</i> https://docs.google.com/presentation/d/17mCHD_9Gz4pp5enkuwWMO_HjvXPIp_4/edit?usp=sharing&oid=106971721844845829800&rtpof=true&sd=true</p> <p><i>Project Evolve – Online Reputation</i> https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/-i-can-explain-how-information-put-online-about-someone-can-last-for-a-long-time/?from=years</p> <p>Autumn 2</p> <p><i>Purple Mash</i></p> <p><i>Kiddle</i></p> <p><i>Purple Mash – 2Type</i></p> <p><i>Project Evolve – Privacy and Security</i> https://projectevolve.co.uk/toolkit/resources/years/year-two/privacy-and-security/</p> |

| | | | | |
|-----------------|---|---|---|---|
| Year 2 – spring | <p>Spring 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Know how to follow an algorithm. -Know the importance of carefully planning an algorithm so that it will work .when made into a code. -Know how to create a simple program that achieves a purpose . -Know how to debug a program. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know communicate respectfully online saying how your actions make someone feel. <p>SAFER INTERNET DAY – February</p> <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know that, in traditional animation, images drawn or painted by hand are photographed to create moving images. - Know how to use an application to create a short animation . <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know what to do if feeling unsafe online (talk to an adult). -Know what to do if unsafe content or messages are found online. <p>Summer 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know that an email is an electronic message sent between electronic devices. -Know when emails might be used. -Know how to send an email. -Know how to add text and images onto software on a laptop. -Know how to save work and retrieve it at a later point. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know examples of when people might use technology to communicate with others they don't know offline (email, online gaming, a pen pal in another school or country). -Know some of the risks of talking to someone you don't know online. | <p>Spring 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Follow an algorithm -Carefully plan simple algorithms to create working codes (on an app). -Create a simple program that achieves a purpose (on an app). -Find and correct some errors (debug) in a program (on an app). <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Understand how to communicate respectfully online saying how your actions make someone feel. <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Discuss the process of creating an animation. -Use an application on an iPad to create an animation (Sock Puppets/Chatterpix kids). <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss what to do when feeling unsafe online (talk to an adult). -Discuss what to do if unsafe messages or content are found online. <p>Summer 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Discuss uses of emails -Send and receive emails (Purple Mash – 2Email) -Add text and images onto software (Purple Mash) on a laptop -Save work (on Purple Mash) and retrieve it at a later point. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss when people might use technology to communicate with others they don't know offline (email, online gaming, a pen pal in another school or country). -Discuss the risks of talking to someone you don't know online. <p>Summer 2 <u>Computing</u></p> <ul style="list-style-type: none"> -Explain that coding is a set of instructions used to communicate with computers -Create a code using event, action and object code blocks. -Explain that computers use algorithms (a precise set of instructions). -Create a program using collision detection. -Make predictions about what will happen when a block of code is run. -Create a program using a timer. -Modify the properties of an object. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how rules to stay safe online help me. | <p>Spring 1 Algorithm Code Errors Debug Communicate Respectful</p> <p>Spring 2 Animation Message Content Safe</p> <p>Summer 1 Email Online Offline Risks</p> <p>Summer 2 Code Algorithms Program Properties Modify Timer Event Action</p> | <p>Spring 1 Monster Hop - https://drive.google.com/file/d/17sy7NmeslX8v-ckkPpgrmVP2kIW0BoXX/view?usp=sharing Code-a-pillar App Cupcake Doodle Blockodoodleo</p> <p>Project Evolve – Self Image and Identity https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-give-examples-of-issues-online-that-might-make-someone-feel-sad-worried-uncomfortable-or-frightened-i-can-give-examples-of-how-they-might-get-help/?from=years</p> <p>Spring 2 Sock Puppets/Chatterpix kids</p> <p>Summer 1 Purple Mash – 2Email</p> <p>Project Evolve – Online Relationships https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-how-someone-might-use-technology-to-communicate-with-others-they-don-t-also-know-offline-and-explain-why-this-might-be-risky-e-g-email-online-gaming-a-pen-pal-in-another-school-country/?from=years</p> <p>Summer 2 Purple Mash 2Code 2.1 Crash Course https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-1/computing_sow_y2_unit_2-1_crash_course -Save example of work using class display board and creating QR code</p> |
| Year 2 - summer | <p>Summer 2 <u>Computing</u></p> <ul style="list-style-type: none"> -Know that coding means to use a set of instructions to communicate with computers -Know that code can be used to make a computer program. -Know how to use code blocks to make a computer program. -Know what event, object and action code blocks are . -Know that computers use algorithms (a precise set of instructions). -Know how to create a program using collision detection . -Know how to create a program using a timer. -Know how to modify the properties of an object. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know how rules to stay safe online help me. | | | |

| | | | | |
|-----------------|---|--|--|---|
| Year 3 - autumn | <p>Autumn 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Know that an algorithm is a precise set of instructions. -Know how to create a code on an app. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know that our identity online can change depending on what we are doing (e.g. gaming, social media). -Know how to use a computer safely . -Know how to report unacceptable content and contact online. <p>Autumn 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to use a search engine to find and save images using key phrases. - Know how to type and insert images onto Microsoft Word. -Know how they can improve their typing efficiency and speed. -Know how uses of technology have changed over time (development with phones, cameras, computers, televisions etc.). -Know that digital content can be used to give information about something. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know that excessive screen time can have negative effects on health. -Know how to communicate respectfully online. | <p>Autumn 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Write an algorithm to make a jam sandwich. -Create a code on an app to direct an object. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss that our identity online can change based on what we are doing (e.g. gaming, social media). -Demonstrate safe use of computers. -Discuss how to report unacceptable content and contact online. <p>Autumn 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Use a search engine to find and save images using key phrases. -Combine images and text on Microsoft Word. -Improve typing efficiency and speed (BBC Dance Mat Typing). -Discuss how the use of technology has changed over time. -Discuss how digital content can be used to present information (adverts, information pages, videos, news). <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how excessive screen time can have a negative effect on health. -Discuss how to communicate with respect online. | <p>Autumn 1 Algorithm Code Identity Content Contact</p> <p>Autumn 2 Search engine Images Typing Technology Information Screen time Negative Positive</p> | <p>Autumn 1 <i>Sandwich Bot</i> <i>Beebot App</i></p> <p><i>Project Evolve – Self image and identity</i> https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-ways-in-which-someone-might-change-their-identity-depending-on-what-they-are-doing-online-e-g-gaming-using-an-avatar-social-media-and-why/?from=years</p> <p>Autumn 2 <i>BBC Dance Mat Typing</i> <i>Word</i> <i>Connecting Computers -</i> https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</p> <p><i>Project Evolve – Health and Wellbeing</i> https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-explain-why-spending-too-much-time-using-technology-can-sometimes-have-a-negative-impact-on-anyone-i-can-give-some-examples-of-both-positive-and-negative-activities-where-it-is-easy-to-spend-a-lot-of-time-engaged/?from=years</p> |
| Year 3 - spring | <p>Spring 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to open Microsoft Powerpoint. -Know how to add text and images on Powerpoint. -Know how to save images to add to Powerpoint. -Know how to save their work and retrieve it to continue later. -Know how to change font size and style on Microsoft PowerPoint. -Know how to change slide background colours. -Know that using consistent colours and fonts can make digital content more appealing to an audience. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know different ways of reporting incidents online (trusted adults and report it buttons online) <p>SAFER INTERNET DAY – February</p> <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to combine video, sound and images to produce informative digital content (Green screen) <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know the difference between a ‘belief’, an ‘opinion’ and a ‘fact’ | <p>Spring 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> - Present text and images on Powerpoint. -Save work and retrieve it later to continue. -Experiment with different font sizes and styles on Microsoft Powerpoint. -Change Powerpoint slide background colours. -Create digital content that is appealing to an audience. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss different ways of reporting incidents online (trusted adults and report it buttons) <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Create informative digital content using video, sound and images. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss the difference between a ‘belief’, an ‘opinion’ and a ‘fact’ | <p>Spring 1 PowerPoint Fonts Sizes Style Background Audience Appealing</p> <p>Spring 2 Video Sound Image Belief Opinion fact</p> | <p>Spring 1 <i>Powerpoint – Examples to be saved on shared area in Computing folder</i></p> <p>Spring 2 <i>Shadow Puppet EDU?</i> <i>Green screen?</i></p> |

| | | | | |
|-------------------------------|--|--|--|--|
| <p>Year 3 - summer</p> | <p>Summer 1 <u>Computing</u> -Know how to use timers when coding. -Know how to use the repeat function in a code . -Know how to test and debug a code . -Know how to use algorithms and coding to create content.</p> <p><u>Online Safety</u> -Know the importance of thinking about what is shared about themselves and others online. -Know who to ask about appropriate things to post online.</p> <p>Summer 2 <u>Computing</u> -Know how to use block coding to give directions to a robot.</p> <p><u>Online Safety</u> -Know the risks of talking to unknown people online. -Know the meaning of ‘trusting someone online’ and how this is different from ‘liking’ someone.</p> | <p>Summer 1 <u>Computing</u> -Create a code using a timer. -Create a code using the repeat function. -Test and debug pieces of code. -Create content using algorithms and block coding.</p> <p><u>Online Safety</u> -Discuss the importance of thinking about what is shared about themselves and others online. -Discuss who they can talk to about appropriate things to post online.</p> <p>Summer 2 <u>Computing</u> -Use block coding to give instructions to a robot.</p> <p><u>Online Safety</u> -Explain the risks of talking to unknown people online. -Explain the meaning of ‘trusting someone online’ and how this is different from ‘liking someone’.</p> | <p>Summer 1 Code Timer Repeat Function Debug Algorithms Block-based coding</p> <p>Summer 2 Block-based coding Instructions Algorithm Trust</p> | <p>Summer 1 <i>Purple Mash – 3.1 Coding</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y3/computing_sow_y3_3-1 <i>Save examples on class display board on Purple Mash and some examples as QR code</i></p> <p>Summer 2 iRobot – Level 1</p> <p><i>Project Evolve – Online Relationships</i> https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-what-is-meant-by-trusting-someone-online-why-this-is-different-from-liking-someone-online-and-why-it-is-important-to-be-careful-about-who-to-trust-online-including-what-information-and-content-they-are-trusted-with/?from=years</p> |
| <p>Year 4 - autumn</p> | <p>Autumn 1 <u>Computing</u> -Know that an ‘input’ is what is put in to form the algorithm. -Know that an ‘output’ is what is produced.</p> <p><u>Online Safety</u> -Know that people online can pretend to be other people (including pretending to be a friend) and suggest why they might do this.</p> <p>Autumn 2 <u>Digital literacy</u> -Know that digital content can be used to present information and give examples. -Know how to use green screen to create an informative poster. -Know how to use search engine Google. -Know how to choose appropriate websites during research . -Know how to refine searches. -Know how to improve typing skills, speed and efficiency.</p> <p><u>Online Safety</u> -Know that using technology can be a distraction. -Know that sometimes limiting the use of technology helps.</p> | <p>Autumn 1 <u>Computing</u> -Make predictions about the outputs of an algorithm based on the inputs .</p> <p><u>Online Safety</u> -Discuss that people online can pretend to be other people (including pretending to be a friend) and suggest why they might do this.</p> <p>Autumn 2 <u>Digital literacy</u> - Create informative digital content using green screen (Green Screen app). -Use Boolean operators to refine Google searches (“ + -). -Choose appropriate, child-friendly websites during research. -Improve typing speed and efficiency beginning to use home keys quickly and accurately (BBC Dance Mat Typing).</p> <p><u>Online Safety</u> -Discuss how using technology can be a distraction. -Give examples of when limiting the use of technology can be helpful.</p> | <p>Autumn 1 Input Output Algorithm Pretend</p> <p>Autumn 2 Green screen Search engine Refine Typing Distraction Limit</p> | <p>Autumn 1 <i>Kodable, A.L.E.X, Lightbox Junior, Rodocodo Hour of Code</i></p> <p><i>Project Evolve – Self Image and Identity</i> https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-that-others-online-can-pretend-to-be-someone-else-including-my-friends-and-can-suggest-reasons-why-they-might-do-this/?from=years</p> <p>Autumn 2 <i>Green screen app</i> <i>Google</i> <i>BBC Dance Mat Typing</i></p> <p><i>Project Evolve – Health and Wellbeing</i> https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-explain-how-using-technology-can-be-a-distraction-from-other-things-in-both-a-positive-and-negative-way/?from=years</p> |

| | | | | |
|-----------------|--|--|--|--|
| Year 4 -spring | <p>Spring 1 <u>Computing</u> -Know how to use block-based coding to give directions (plugged and unplugged activities). <u>Online Safety</u> -Know why there are age restrictions on online games.</p> <p>Spring 2 <u>Digital literacy</u> - Know the difference between the internet and the world wide web. -Know how to add text and images on Powerpoint. -Know what a transition is (a moving, animation-type effect that happens when you move from one slide to the next) . -Know how to add transitions to slides on Powerpoint..</p> <p><u>Online Safety</u> -Know how others can find information about others by looking online. -Know that content shared online could have been created, copied or shared by others.</p> | <p>Spring 1 <u>Computing</u> -Use block based coding to give directions (plugged and unplugged activities).</p> <p><u>Online Safety</u> - Explain why there are age restrictions on online games.</p> <p>Spring 2 <u>Digital literacy</u> -Understand the difference between the internet and the world wide web. -Add text (using different fonts and colours) and images to a Powerpoint. -Use transitions between slides on Powerpoint.</p> <p><u>Online Safety</u> - Discuss how others can find out information about others by looking online. - Discuss how content shared online could have been created, copied or shared by others.</p> | <p>Spring 1 Block-based coding Age restrictions Online gaming</p> <p>Spring 2 Internet World wide web Powerpoint Transition Slide Copy Share</p> <p>Summer 1 Instructions Algorithm Repeat Command Text based coding Procedure Beliefs Opinions</p> | <p>Spring 1 <i>Draw Dot Code</i> https://drive.google.com/drive/folders/1YTS5LX1Ydz6qdRNI2ecC9NhCisUm0qXp</p> <p><i>iRobot – Level 1</i></p> <p>Spring 2 <i>Powerpoint – Examples to be saved in Computing folder on shared area</i></p> <p><i>Teach Computing – The Internet</i> https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet</p> |
| Year 4 - summer | <p>Summer 1 <u>Computing</u> -Know how to input instructions on 2Logo. -Know how to use the ‘repeat’ command . -Know that a procedure is a sequence of actions. -Know how to use simple text based coding to create a procedure. <u>Online Safety</u> -Know that lots of people sharing the same beliefs or opinions online does not make those beliefs and opinions true.</p> <p>Summer 2 <u>Digital literacy</u> -Know how to copy and paste images onto Publisher. -Know how to find saved images to add to a document. -Know how to add text and images to Publisher.</p> <p><u>Online Safety</u> -Know that we must consider who owns the content online and whether we have the right to use it. -Know examples of content which we must not use without the permission of the owner (music, images, videos).</p> | <p>Summer 1 <u>Computing</u> -Input instructions on 2Logo to create letter shapes. -Use the ‘repeat’ command to create letter shapes. -Use simple text based coding to create a procedure.</p> <p><u>Online Safety</u> -Discuss that lots of people sharing the same beliefs or opinions online does not make those beliefs and opinions true.</p> <p>Summer 2 <u>Digital literacy</u> -Insert text boxes and images onto Publisher. -Combine text and images on Publisher.</p> <p><u>Online Safety</u> -Discuss that we must consider who owns the content online and whether we have the right to use it. -Know examples of content which we must not use without the permission of the owner (music, images, videos).</p> | <p>Summer 1 Instructions Algorithm Repeat Command Text based coding Procedure Beliefs Opinions</p> <p>Summer 2 Text box Image Content Permission owner</p> | <p>Summer 1 <i>Purple Mash Unit 4.5 Logo</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y4/computing_sow_y4_4-5</p> <p>Summer 2 <i>Publisher</i></p> <p><i>Project Evolve – Copyright</i> https://projectevolve.co.uk/toolkit/resources/years/4/copyright-and-ownership/</p> |

| | | | | |
|-------------------------------|---|---|---|--|
| <p>Year 5 - autumn</p> | <p>Autumn 1 <u>Digital literacy</u> -Know how to use Green screen app. -Know that digital content can be used for different purposes (advertisement, information, promotions). -Know that advertisements need to appeal to an audience. -Know how to evaluate their work and how to make improvements.</p> <p><u>Online Safety</u> -Know acceptable and unacceptable behaviours when using technologies and online services.</p> <p>Autumn 2 <u>Digital literacy</u> -Know how to add transitions to text boxes and images on Powerpoint. -Know how to create informative digital content on Powerpoint. -Know how to present Powerpoint.</p> <p><u>Online Safety</u> -Know how to effectively use search engines. -Know how searches are selected . -Know how to use different search technologies, checking information online is honest and accurate. -Know what is meant by ‘being sceptical’ and why this is important. -Know that a ‘hoax’ is something shared online with the intention of tricking or deceiving.</p> | <p>Autumn 1 <u>Digital literacy</u> -Use Green screen app to create an advertisement. -Use Green screen app to create a persuasive advertisement. -Use colours and effects to appeal to an audience. -Evaluate work and make improvements.</p> <p><u>Online Safety</u> -Discuss acceptable and unacceptable behaviours when using technologies and online services.</p> <p>Autumn 2 <u>Digital literacy</u> -Add transitions to text boxes and images on Powerpoint. -Use Powerpoint to create informative digital content. -Present digital content to an audience.</p> <p><u>Online Safety</u> -Use search engines effectively. -Discuss how searches are selected. -Use different search technologies, checking information online is honest and accurate. -Discuss the importance of ‘being sceptical’ about things read online (Tree Octopus). -Discuss that a ‘hoax’ is something shared online with the intention of tricking or deceiving.</p> | <p>Autumn 1 Green screen Advertisement Persuasive Appeal Evaluate Improvement Acceptable Unacceptable</p> <p>Autumn 2 Transitions Text box Informative Audience Search engine Honest Accurate Sceptical Hoax</p> | <p>Autumn 1 <i>Green Screen</i></p> <p>Autumn 2 <i>Powerpoint – Examples of work to be saved on shared area in Computing folder</i></p> <p><i>'Tree Octopus' website</i> www.zapatopi.net/treeoctopus <i>Tree Octopus Comprehension Questions:</i> https://drive.google.com/file/d/1nhjlyZloentUTJlhk6lHWoABR1xeDxpl/view?usp=sharing</p> <p><i>Project Evolve – Managing Online Information (sceptical)</i> https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-i-can-explain-what-is-meant-by-being-sceptical-i-can-give-examples-of-when-and-why-it-is-important-to-be-sceptical/?from=years</p> <p><i>Project Evolve – Managing Online Information (hoax)</i> https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-i-can-explain-what-is-meant-by-a-hoax-i-can-explain-why-someone-would-need-to-think-carefully-before-they-share/?from=years</p> |
|-------------------------------|---|---|---|--|

| | | | | |
|-----------------|---|---|--|---|
| Year 5 -spring | <p>Spring 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Know that an algorithm is a set of instructions that must be precise to ensure the task given is understood. -Know how to apply knowledge of algorithms to create a game. -Know how to create a game that appeals to an audience. -Know how to make changes to the environment and quest in the game. -Know how to evaluate and make improvements based on feedback. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know how online identity can be copied, modified or altered. -Know ways technology can affect sleep and strategies to improve this. <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to record a video and make edits. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know how to make positive contributions online. -Know how to be a positive member of online communities. -Know how to collaborate positively with others online. | <p>Spring 1 <u>Computing</u></p> <ul style="list-style-type: none"> -Understand that an algorithm is a set of instructions that must be precise to ensure the task given is understood (Crazy Creatures/Flanimal activity). -Create a game using knowledge of algorithms. -Show awareness of audience when creating a game. -Make changes to the environment and quest in a game. -Evaluate and make changes based on feedback. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Demonstrate responsible choices about own online identity depending on context. -Discuss how technology can affect sleep and strategies to improve this. <p>Spring 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Record a video. -Edit a video. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how to make positive contributions online. -Discuss how to be a positive member of online communities. -Know how to collaborate positively with others online. | <p>Spring 1</p> <p>Algorithm Audience Environment Quest Game Evaluate Feedback Copy Modify Alter</p> <p>Spring 2</p> <p>Record Video Edit Contribution Positive Community Collaborate</p> <p>Summer 1</p> <p>Publisher Structure Appeal Audience Data Information Fact Opinion Belief True False Valid Reliable Evidence</p> <p>Summer 2</p> <p>Route algorithms Block based coding Scratch Online bullying Report Block</p> | <p>Spring 1 <i>Flanimal algorithms</i></p> <p><i>Purple Mash Unit 5.5 Game Creator</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_y5/co mputing_sow_y5_5-5</p> <p><i>Project Evolve – Self Image and Identity (2 Lessons)</i> https://projectevolve.co.uk/toolkit/resources/years/5/self-image-and-identity/</p> <p>Spring 2 <i>iMovie</i></p> <p><i>Project Evolve – Online Relationships</i> https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-describe-some-of-the-ways-people-may-be-involved-in-online-communities-and-describe-how-they-might-collaborate-constructively-with-others-and-make-positive-contributions-e-g-gaming-communities-or-social-media-groups/?from=years</p> <p>Summer 1 <i>Publisher</i></p> <p><i>Project Evolve – Online Reputation</i> https://projectevolve.co.uk/toolkit/resources/content/online-reputation/7-11/i-can-search-for-information-about-an-individual-online-and-summarise-the-information-found/?from=years</p> <p>Summer 2 <i>Journey Planner website to check whether answers are most precise</i></p> <p><i>Scratch coding cards</i> https://www.amazon.co.uk/Scratch-Coding-Cards-Natalie-Rusk/dp/1593279760/ref=asc_df_1593279760/?tag=gooshopuk-21&linkCode=df0&hvadid=240910969091&hvp os=&hvnetw=q&hvrnd=10156897798194215999&hvpo ne=&hvptwo=&hvamt=&hvdev=c&hvd vcmdl=&hvlcint=&hvlcphy=1006736&hvtargi d=pla-650434061007&psc=1&th=1&psc=1</p> <p><i>Project Evolve – Online Bullying</i> https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-explain-how-anyone-can-get-help-if-they-are-being-bullied-online-and-identify-when-to-tell-a-trusted-adult/?from=years</p> <p><i>Project Evolve - Online Bullying</i> https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-explain-how-to-block-abusive-users/?from=years</p> |
| Year 5 - summer | <p>Summer 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to combine text and images on Publisher. -Know how to move text and images on Publisher to consider structure and placement. -Know how to appeal to a range of audiences. -Know how to appeal to different audiences when designing and creating content. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know that information that is shared online is widely available and stays online for a long time. -Know ways that information online can be used to make judgements about an individual. -Know what is meant by ‘data’, ‘information’, ‘fact’, ‘opinion’, ‘belief’, ‘true’, ‘false’, ‘valid’, ‘reliable’ and ‘evidence’. <p>Summer 2 <u>Computing</u></p> <ul style="list-style-type: none"> -Know that there are multiple solutions to a problem (route algorithms). -Know how to use block-based coding to create animations on Scratch. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know how to recognise when someone is upset, hurt or angry online. -Know how to get help if someone is being bullied online. -Know how to report and block abusive users. | <p>Summer 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Combine text and images on Publisher. -Move text and images to show consideration of structure. -Discuss how to make digital content appeal to a range of audiences . -Apply knowledge of different audiences to design and create content that appeals to a specified audience. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss that information that is shared online is widely available and stays online for a long time. -Search for information about an individual online and create a summary report of findings. -Discuss what is meant by ‘data’, ‘information’, ‘fact’, ‘opinion’, ‘belief’, ‘true’, ‘false’, ‘valid’, ‘reliable’ and ‘evidence’. -Give examples of ‘data’, ‘information’, ‘fact’, ‘opinion’, ‘belief’, ‘reliable’ and ‘evidence’. <p>Summer 2 <u>Computing</u></p> <ul style="list-style-type: none"> - Find multiple solutions to a problem (route algorithms). -Use block based coding to create animations on Scratch. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how to recognise when someone is upset, hurt or angry online. -Discuss how to get help if someone is being bullied online. -Discuss how to report and block abusive users. | | |

| | | | | |
|-----------------|--|--|---|--|
| Year 6 - autumn | <p>Autumn 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to open Excel. -Know what a spreadsheet is, what it looks like and what it can be used for. -Know how to input data on Excel. -Know how to use basic data formulae for percentages, averages and minimum and maximum amounts. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know how to use technologies and online services responsibly. -Know how to report concerns including capturing bullying content as evidence. | <p>Autumn 1 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Open Excel. -Discuss what a spreadsheet it, what it looks like and what it can be used for. -Input data on Excel. -Input data using basic formulae for percentages, averages and minimum and maximum amounts. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how to use technologies and online services responsibly. -Discuss how to report concerns including capturing bullying content as evidence. | <p>Autumn 1 Excel Spreadsheet Data Formula Responsible Evidence</p> | <p>Autumn 1 Excel</p> <p><i>Purple Mash Unit 6.9 Excel (LESSONS 1-4 Autumn 1, LESSONS 5-8 Autumn 2)</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_v6/computing_sow_msexcel</p> <p><i>Project Evolve – Online Bullying</i> https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-describe-how-to-capture-bullying-content-as-evidence-e-g-screen-grab-url-profile-to-share-with-others-who-can-help-me/?from=years</p> |
| | <p>Autumn 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Know how to evaluate data. -Know that poor quality data and errors can lead to unreliable results and inaccurate conclusions. -Know how to use data on Excel to create a graph or chart. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know that some online information can be opinion; give examples of these and explain why it may happen. -Know what is meant by ‘influence’, ‘manipulation’ and ‘persuasion’. -Know where ‘influence’, ‘manipulation’ and ‘persuasion’ may be encountered online (advertising). | <p>Autumn 2 <u>Digital literacy</u></p> <ul style="list-style-type: none"> -Evaluate data. -Discuss that poor quality data and errors can lead to unreliable results and inaccurate conclusions. -Use data on Excel to create a graph or chart. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss that some online information can be opinion; give examples of these and explain why it may happen. -Define ‘influence’, ‘manipulation’ and ‘persuasion’. -Give examples of where ‘influence’, ‘manipulation’ and ‘persuasion’ may be encountered online (advertising). -Explain why ‘influence’, ‘manipulation’ and ‘persuasion’ may be used online. | <p>Autumn 2 Data Conclusions Results Graph Chart Influence Manipulation Persuasion</p> | <p>Autumn 2 <i>Purple Mash Unit 6.9 Excel (Lessons 5-8)</i> https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_v6/computing_sow_msexcel</p> <p>Excel</p> <p><i>Project Evolve – Managing Online Information</i> https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-define-the-terms-influence-manipulation-and-persuasion-and-explain-how-someone-might-encounter-these-online-e-g-advertising-and-ad-targeting-and-targeting-for-fake-news/?from=years</p> |
| Year 6 -spring | <p>Spring 1 <u>Digital Literacy</u></p> <ul style="list-style-type: none"> -Know how to improve typing speed and efficiency. <p><u>Computing</u></p> <ul style="list-style-type: none"> -Know that algorithms can be used to plan routes (Underground Algorithms). <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Know that the media can shape ideas about gender. | <p>Spring 1 <u>Digital Literacy</u></p> <ul style="list-style-type: none"> -Improve word processing speed and efficiency. <p><u>Computing</u></p> <ul style="list-style-type: none"> -Discuss how algorithms can be used to plan routes (Underground Algorithms). <p><u>Online Safety</u></p> <ul style="list-style-type: none"> -Discuss how the media can shape ideas about gender. | <p>Spring 1 Word processing Efficiency Algorithm Gender Media</p> | <p>Spring 1</p> <p><i>Journey planner website to check underground routes</i></p> <p><i>Project Evolve – Self Image and identity</i> https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-identify-and-critically-evaluate-online-content-relating-to-gender-race-religion-disability-culture-and-other-groups-and-explain-why-it-is-important-to-challenge-and-reject-inappropriate-representations-online/?from=years</p> |
| | | | | |

| | | | | |
|-------------------------------|---|--|---|---|
| <p>Year 6 - summer</p> | <p>Spring 2 <u>Computing</u> -Know that there are different levels of code: block based coding and text based coding. -Know that computers respond to text based code. -Know how to use block-based code to move a robot using different events, loops and timers. -Know how to create desired outputs using appropriate commands and values (inputs).</p> <p><u>Online Safety</u> -Know common systems that regulate age-related content (PEGI, BBFC, parental warnings) and their purpose. -Know the importance of self-regulating use of technology. -Know strategies to self-regulate use of technology.</p> <p>Summer 1 <u>Digital literacy</u> -Know how to appeal to a range of audiences. -Know how to appeal to different audiences when designing and creating content. -Know how to add sound clips on Powerpoint. -Know how to evaluate the effectiveness of digital content (advertisements, information, promotions). -Know how digital content could be improved to increase effectiveness. -Know how to create effective digital content.</p> <p><u>Online Safety</u> -Know how to capture bullying content as evidence (screen-grab, URL, profile) to share with someone who can help. -Know how to report concerns at home and in school.</p> <p>Summer 2 <u>Computing</u> -Know how to design, write and debug programs on Scratch. - Combine a group of instructions into a single named unit (procedural abstraction) – Scratch.</p> <p><u>Online Safety</u> -Know that we are responsible for the well-being of others in online social groups. -Know that impulsive and rash communications may cause problems.</p> | <p>Spring 2 <u>Computing</u> -Discuss different levels of coding – block based and text. -Discuss that computers respond to text based code. -Use block-based code to move a robot using different events, loops and timers. -Use commands and appropriate values to create specified shapes and routes with iRobot.</p> <p><u>Online Safety</u> -Discuss common systems that regulate age-related content (PEGI, BBFC, parental warnings) and their purpose. -Discuss the importance of self-regulating use of technology. -Discuss strategies to self-regulate use of technology.</p> <p>Summer 1 <u>Digital literacy</u> -Discuss how to appeal to a range of audiences. -Apply knowledge of how to appeal to different audiences when designing and creating content on Powerpoint. -Create content aimed at a specified audience. -Use images, text, transitions and embedded sound clips. -Discuss and evaluate the effectiveness of digital content (advertisements, information, promotions). -Discuss how digital content could be improved to increase effectiveness. -Discuss how to create effective digital content.</p> <p><u>Online Safety</u> -Discuss how to capture bullying content as evidence (screen-grab, URL, profile) to share with someone who can help. -Discuss how to report concerns at home and in school.</p> <p>Summer 2 <u>Computing</u> -Design, write and debug programs on Scratch. -Combine a group of instructions into a single named unit (procedural abstraction) – Scratch.</p> <p><u>Online Safety</u> -Discuss how we are responsible for the well-being of others in online social groups. -Discuss how impulsive and rash communications may cause problems.</p> | <p>Spring 2 Block based code Text based code Event Loop Timer Age-related content Self-regulate</p> <p>Summer 1 Appeal Audience Transition Embed Sound clip Evaluate Effective Report Evidence</p> <p>Summer 2 Debug Procedural abstraction Well-being Impulsive</p> | <p><i>iRobot – Level 2</i> <i>Explore Level 3 to discuss text based programming</i></p> <p><i>Project Evolve – Health, Well-being and Lifestyle (age related content)</i> https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-describe-common-systems-that-regulate-age-related-content-e-q-peg-i-bbfc-parental-warnings-and-describe-their-purpose/?from=years</p> <p><i>Project Evolve – Health, Well-being and Lifestyle (Limiting technology use)</i> https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-assess-and-action-different-strategies-to-limit-the-impact-of-technology-on-health-e-q-night-shift-mode-regular-breaks-correct-posture-sleep-diet-and-exercise/?from=years</p> <p>Summer 1 <i>Powerpoint</i> <i>Project Evolve – Online Bullying</i> https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-describe-how-to-capture-bullying-content-as-evidence-e-q-screen-grab-url-profile-to-share-with-others-who-can-help-me/?from=years</p> <p><i>Project Evolve - Online Bulling</i> https://projectevolve.co.uk/toolkit/resources/content/online-bullying/7-11/i-can-explain-how-someone-would-report-online-bullying-in-different-contexts/?from=years</p> <p>Summer 2</p> <p><i>Project Evolve – Health, Well-Being and Lifestyle</i> https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-recognise-and-can-discuss-the-presures-that-technology-can-place-on-someone-and-how-when-they-could-manage-this/?from=years</p> <p><i>Scratch</i></p> |
|-------------------------------|---|--|---|---|