

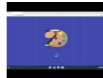
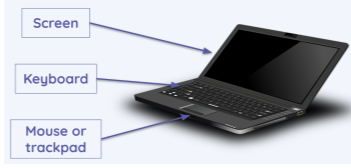
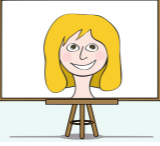


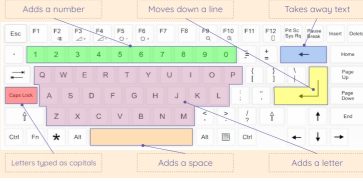

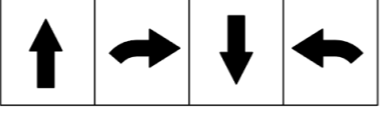
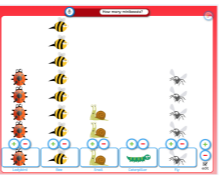


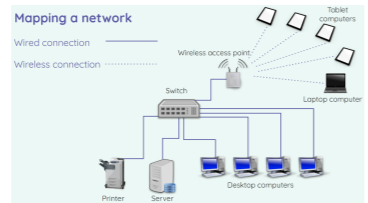
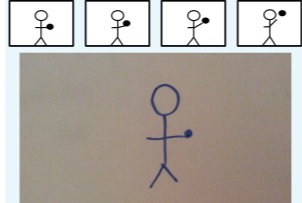
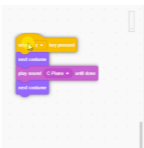
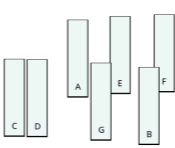
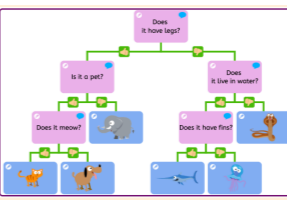
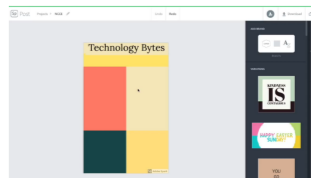
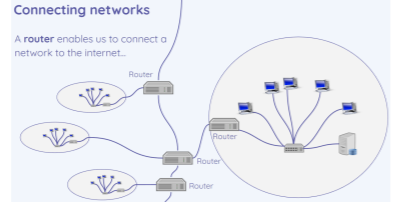

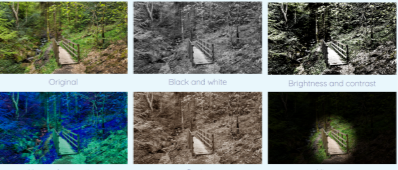
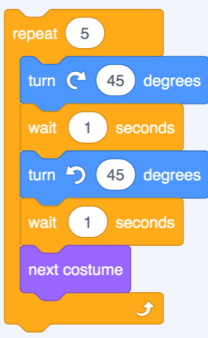
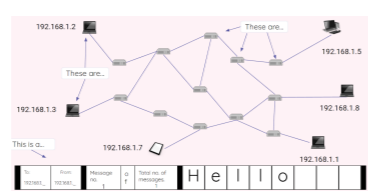
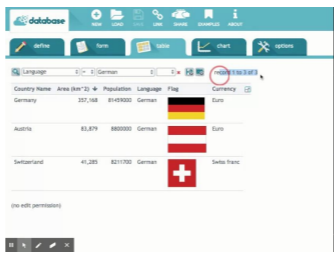
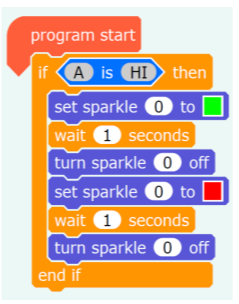


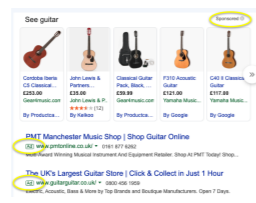
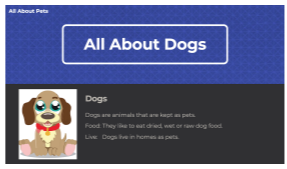
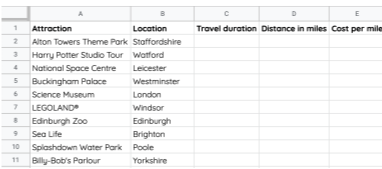
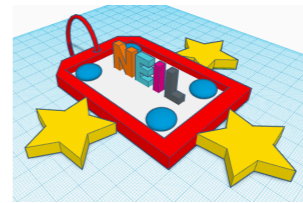
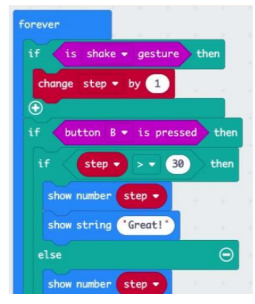




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Online Safety and Wellbeing: R</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp Be Internet Alert Be Internet Secure Be Internet Kind Be Internet Brave <i>emotion, feeling, positive, negative</i> Be Internet Healthy</p>	<p>Computing Systems and Networks: Digital Devices</p> <p>How can digital devices be used?</p>  <p>Using technology in different forms (chromebooks, IWB, iPad, talking tiles) and experience different inputs (keyboard, microphone).</p> <p>device</p>	<p>Data and Information: Grouping</p> <p>How can objects be grouped?</p>  <p>Recognising that objects can be sorted in different ways according to their properties.</p>	<p>Programming: Commands</p> <p>How can individual commands have an output?</p> <p>A→B</p> <p>Giving different commands to a device and observing the outcome.</p>	<p>Creating Media: Images and Drawing</p> <p>How can I create something using a digital device?</p>  <p>Using digital devices (iPads to take photos, paint on Chromebooks, drawing on IWB/iPads, etc.) to create images.</p>	
Year 1	<p>Online Safety and Wellbeing: 1</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp <i>personal information, public, private</i> Be Internet Alert <i>honest, unreliable, suspicious, trustworthy</i> Be Internet Secure <i>password</i> Be Internet Kind <i>bullying</i> Be Internet Brave <i>emotion, feeling, positive, negative</i> Be Internet Healthy</p>	<p>Computing Systems and Networks: Technology Around Us</p> <p>What is technology?</p>  <p>Recognising technology in school and using it responsibly.</p> <p><i>technology, computer mouse, keyboard, cursor</i></p>	<p>Creating Media: Digital Painting</p> <p>How can media be created digitally for a purpose?</p>  <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p><i>mark, line, shape</i></p>	<p>Programming: Moving a Robot</p> <p>How can individual and sequences of commands have an output?</p>  <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p><i>command, run, sequence, program</i></p>	<p>Data and Information: Grouping Data</p> <p>How can information be grouped?</p>  <p>Exploring object labels, then using them to sort and group objects by properties.</p> <p><i>information, label, group, search</i></p>	<p>Creating Media: Digital Writing</p> <p>How can media be created digitally for a purpose?</p>  <p>Using a computer to create and format text, before comparing to writing non-digitally.</p> <p><i>text, type, tool, purpose, undo</i></p>
Year 2	<p>Online Safety and Wellbeing: 2</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp <i>personal information, public, private</i> Be Internet Alert <i>honest, unreliable, suspicious, trustworthy</i> Be Internet Secure <i>password</i> Be Internet Kind <i>bullying</i> Be Internet Brave <i>emotion, feeling, positive, negative</i> Be Internet Healthy</p>	<p>Computing Systems and Networks: IT Around Us</p> <p>How is information technology used in the world around us?</p>  <p>Identifying IT and how its responsible use improves our world in school and beyond.</p> <p><i>information technology</i></p>	<p>Programming: Robot Algorithms</p> <p>What are algorithms?</p>  <p>Creating and debugging programs, and using logical reasoning to make predictions.</p> <p><i>algorithm, predict</i></p>	<p>Data and Information: Pictograms</p> <p>How can data be collected and organised?</p>  <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p><i>data, tally chart, attribute, pictogram, collect, present</i></p>	<p>Creating Media: Making Music</p> <p>How can media be added digitally for a purpose?</p>  <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p>Programming: An Introduction to Quizzes</p> <p>What are algorithms?</p>  <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p><i>code, program, test, debug</i></p>

<p>Year 3</p>	<p>Online Safety and Wellbeing: 3</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp personal boundaries</p> <p>Be Internet Alert fraud, phishing, scam, authentic, genuine</p> <p>Be Internet Secure privacy, security, hacker</p> <p>Be Internet Kind bystander, upstander, harassment, amplify, block</p> <p>Be Internet Brave age rating</p> <p>Be Internet Healthy screen time</p>	<p>Computing Systems and Networks: Connecting Computers</p> <p>What is a network?</p>  <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p>input, process, output, digital devices, non-digital devices, computer networks, server, switch, access point, hardware, software, WiFi</p>	<p>Creating Media: Stop-Frame Animation</p> <p>How can media be combined for a purpose?</p>  <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p>image</p>	<p>Programming: Sequencing Sounds</p> <p>How can I give a sequence of commands to multiple objects?</p>   <p>Creating sequences in a block-based programming language to make music.</p> <p>sequence, event, action</p>	<p>Data and Information: Branching Databases</p> <p>How can data be presented?</p>  <p>Building and using branching databases to group objects using yes/no questions.</p> <p>branching database</p>	<p>Creating Media: Desktop Publishing</p> <p>How can media be combined for a purpose?</p>  <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p>font, template, orientation, placeholder</p>
<p>Year 4</p>	<p>Online Safety and Wellbeing: 4</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp personal boundaries</p> <p>Be Internet Alert fraud, phishing, scam, authentic, genuine</p> <p>Be Internet Secure privacy, security, hacker</p> <p>Be Internet Kind bystander, upstander, harassment, amplify, block</p> <p>Be Internet Brave age rating</p> <p>Be Internet Healthy screen time</p>	<p>Computing Systems and Networks: The Internet</p> <p>What is the internet?</p>  <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>internet, World Wide Web (WWW), router, website, domain name, URL, web browser</p>	<p>Programming: Repetition in Shapes</p> <p>How can algorithms be used with repetition?</p> <pre> TO triangle repeat 3 [fd 100 rt 120] END </pre> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p>repetition, loop, count-controlled loop, procedure, decompose</p>	<p>Data and Information: Data Logging</p> <p>How can data be collected over time and be used to answer questions?</p>  <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p>sensors, data point, data set, logging interval</p>	<p>Creating Media: Photo Editing</p> <p>How is media evaluated to meet its purpose?</p>  <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p>photograph, edit, portrait, landscape, composition, retouching</p>	<p>Programming: Repetition in Games</p> <p>How can algorithms be used with repetition?</p>  <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p> <p>code, code snippet, loop, infinite loop</p>

<p>Year 5</p>	<p>Online Safety and Wellbeing: 5</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp digital footprint, positive, negative, settings</p> <p>Be Internet Alert spear phishing, verifiable, deceptive, firewall, malware, encrypted</p> <p>Be Internet Secure two-step verification, security token</p> <p>Be Internet Kind bystander, upstander, harassment, amplify, block</p> <p>Be Internet Brave PEGI rating, app store rating</p> <p>Be Internet Healthy digital wellbeing</p>	<p>Computing Systems and Networks: Sharing Information</p> <p>How is information shared in systems?</p>  <p>Identifying and exploring how information is shared between digital systems.</p> <p>system, IP address, protocol</p>	<p>Data and Information: Flat-File Databases</p> <p>How can multiple sets of data be organised, used and presented?</p>  <p>Using a database to order data and create charts to answer questions.</p> <p>database, records, fields, group, sort, chart</p>	<p>Programming: Selection in Physical Computing</p> <p>How can algorithms be used with selection?</p>  <p>Exploring conditions and selection using a programmable microcontroller.</p> <p>selection, condition, condition-controlled loop, if... then..., microcontroller</p>	<p>Creating Media: Vector Drawing</p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Creating images in a drawing program by using layers and groups of objects.</p> <p>manipulate, object, group, duplicate, resize, rotate, layers, pixel</p>	<p>Programming: Selection in Quizzes</p> <p>How can algorithms be used with selection?</p>  <p>Exploring selection in programming to design and code an interactive quiz.</p> <p>selection, condition, if... then... else...</p>
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<p>Year 6</p>	<p>Online Safety and Wellbeing: 6</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp digital footprint, positive, negative, settings</p> <p>Be Internet Alert spear phishing, verifiable, deceptive, firewall, malware, encrypted</p> <p>Be Internet Secure two-step verification, security token</p> <p>Be Internet Kind bystander, upstander, harassment, amplify, block</p> <p>Be Internet Brave PEGI rating, app store rating</p> <p>Be Internet Healthy digital wellbeing</p>	<p>Computing Systems and Networks: Communication</p> <p>How is the World Wide Web used for communication?</p>  <p>Recognising how the WWW can be used to communicate and be searched to find information.</p> <p>search engine, select, rank, web crawler</p>	<p>Creating Media: Webpage Creation</p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p> <p>copyright, HTML, web page, hyperlink</p>	<p>Data and Information: Spreadsheets</p> <p>How can a spreadsheet help organise complex data sets?</p>  <p>Answering questions by using spreadsheets to organise and calculate data.</p> <p>spreadsheet, column, row, formatting, formula, table, graph</p>	<p>Creating Media: 3D Modelling</p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Planning, developing, and evaluating 3D computer models of physical objects.</p> <p>3D model, 3D printing</p>	<p>Programming: Sensing</p> <p>How can algorithms be used with variables?</p>  <p>Designing and coding a project that captures inputs from a physical device, considering repetition, selection and variables.</p> <p>variable, sensing</p>
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