



Nursery

	A Unique Child What a child might be doing:	Positive Relationships What adults might do	Enabling Environments What adults might provide
Birth to 5 Matters: Technology Range 5	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</p>	<p>Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.</p> <p>Draw young children's attention to pieces of digital apparatus they see or that they use with adult supervision.</p> <p>Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about and can do with different technologies.</p> <p>Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies.</p> <p>Support children to be curious in grappling with cause and effect, e.g. learning that pulling a string may make a puppet arm lift.</p>	<p>When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.</p> <p>When in the community and on trips to places such as the park, encourage children to take photographs and use mobile apps of things that interest them, ready to revisit later.</p> <p>Provide a range of materials that enable children to explore cause and effect.</p>
Birth to 5 Matters: Technology Range 6	<p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>	<p>Encourage children to speculate on the reasons why things happen or how things work.</p> <p>In conversation highlight technology in aspects of nature, e.g. encouraging models of birds showing purposes and functions of wing feathers, body feathers, beaks, feet reflecting differences of different kinds of birds.</p> <p>Support children to coordinate actions to use technology, for example, call a telephone number or create a video recording.</p> <p>Teach and encourage children to click on different icons to cause things to happen in a computer program.</p> <p>Talk to children about their actions, and support children to understand different purposes of different technologies.</p> <p>Retrieve content and use to facilitate discussions, allowing children to recall trips/ past events to enable them to connect to their wider community.</p>	<p>Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits.</p> <p>Provide a range of programmable toys for children to play with, as well as equipment involving ICT, such as computers, touchscreen devices and internet-connected toys.</p>
Early Learning Goals	<p>To begin to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (expressive arts)</p> <p>To grow confidence in trying new activities and show independence, resilience and perseverance in the face of challenge. (PSED)</p> <p>To begin to explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing self)</p> <p>To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. (physical development)</p>		
Continuous provision	<ul style="list-style-type: none"> ● Bee-Bots, floor maps, programmable toys. ● Stay on the program that an adult has put on. Be kind to my friends when I use the computer. Adult to select website / program and other age appropriate Apps, programs and websites. ● Move objects on a screen. ● Draw pictures on a computer/ iPad. 2Paint a Picture 		



Reception

Early Learning Goals:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (expressive arts)
 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED)
 Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing self)
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (physical development)

Objectives

Digital Literacy	Computer Science	Information Technology
<p>Recognising that a range of technology is used for different purposes.</p> <p>Learning to log in and log out.</p>	<p>Hardware Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.</p> <p>Computational Thinking Using logical reasoning to understand simple instructions and predict the outcome.</p> <p>Programming Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands. Learning to debug instructions, with the help of an adult, when things go wrong.</p> <p>To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong. To know that you can program a Bee-Bot with some simple commands. To understand that debugging means how to fix some simple programming errors. To understand that an algorithm is a set of clear and precise instructions.</p>	<p>Using software Using a simple online paint tool to create digital art.</p> <p>Using data Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games. To know that sorting objects into various categories can help you locate information. To know that using yes/no questions to find an answer is a branching database. To know that a pictogram is a way of showing information.</p> <p>Computer systems and networks To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a computer you need to log in to it and then log out at the end of your session. To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>

Kapow Units - evidenced through photos and videos

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing through continuous provision	<u>Using a computer</u>	<u>All about instructions</u>	<u>Exploring hardware</u>	<u>Programming Bee-Bots</u>	<u>Introduction to data</u>



YEAR ONE

Objectives						
Digital literacy	Computer Science		Information Technology	Online Safety		
<p>Logging in and out and saving work on their own account. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post.</p> <p>Creating media</p> <p>To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online.</p>	<p>Hardware</p> <p>Learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard</p> <p>Computational thinking</p> <p>Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm</p> <p>Programming</p> <p>Programming a Floor robot to follow a planned route. Learning to debug instructions when things go wrong. Using programming language to explain how a floor robot works. Learning to debug an algorithm in an unplugged scenario</p> <p>To understand that an algorithm is when instructions are put in an exact order. To know that input devices get information into a computer and that output devices get information out of a computer. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a bee-bot accurately to a chosen destination.</p>	<p>Using software</p> <p>Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools.</p> <p>Internet</p> <p>Recognising devices that are connected to the internet. Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet.</p> <p>Data</p> <p>Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.</p> <p>To know how charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'.</p> <p>Recognising common uses of IT, including beyond school. Understanding some of the ways we can use the internet</p> <p>Computing systems</p> <p>To know what "log in and log out" means</p> <p>To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software.</p>	<p>To know that the internet is many devices connected to one another.</p> <p>To know that you should tell a trusted adult if you feel unsafe or worried online.</p> <p>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>To know that to stay safe online it is important to keep personal information safe.</p> <p>To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>			
<p>Kapow Units Evidenced with Class Book: knowledge organisers, photos, examples of work and reflections</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Improving mouse skills	Algorithms unplugged	Rocket to the moon Skills showcase	Programming bee bots	Digital imagery: Google Online safety (2 lessons)	Introduction to data Online safety (2 lessons)



YEAR TWO

Objectives

Digital literacy	Computer Science	Information Technology	Online Safety
<p>Learning how to create a strong password.</p> <p>Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. Identifying whether information is safe or unsafe to be shared online.</p> <p>Learning to be respectful of others when sharing online and ask for their permission before sharing content.</p> <p>Learning strategies for checking if something they read online is true.</p> <p>Creating media</p> <p>To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation.</p> <p>To understand what software creates simple animations and some of its features e.g. onion skinning.</p>	<p>Hardware</p> <p>Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing confidence with the keyboard and the basics of touch typing.</p> <p>Computational Thinking</p> <p>Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms.</p> <p>Programming</p> <p>Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once.</p> <p>To understand what machine learning is and how that enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke.</p>	<p>Using software</p> <p>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story animations. Creating and labelling images.</p> <p>Internet</p> <p>Searching for appropriate images to use in a document. Understanding what online information is.</p> <p>Using data</p> <p>Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm. To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.</p> <p>Learning how computers are used in the wider world</p> <p>Systems and networks</p> <p>To know the difference between a desktop and laptop computer.</p> <p>To know that people control technology.</p> <p>To know that buttons are a form of input that give a computer an instruction about what to do (output). To know that computers often work together. To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text.</p>	<p>To understand the difference between online and offline.</p> <p>To understand what information I should not post online.</p> <p>To know what the techniques are for creating a strong password.</p> <p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To understand that not everything I see or read online is true.</p>

Kapow Units	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Evidenced with Class Book: knowledge organisers, photos, examples of work and reflections	What is a computer?	Algorithms and debugging	Word processing Online safety 2 lessons	Programming Scratch jr Online safety 2 lessons	Stop motion using tablets	International Space Station



YEAR THREE

Objectives

Digital Literacy	Computer Science			Information Technology	Online safety	
<p>Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.</p> <p>Creating media To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video.</p>	<p>Hardware Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers.</p> <p>Networks and Data Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred.</p> <p>Computational Thinking Using decomposition to explain the parts of a laptop computer. Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently.</p> <p>Programming Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code. To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code.</p>			<p>Software Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions.</p> <p>Email and Internet Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email.</p> <p>Using Data Understanding the vocabulary to do with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information. Creating and interpreting charts and graphs to understand data. To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer.</p> <p>Wider use of technology Understanding the purpose of emails. Recognising how social media platforms are used to interact.</p> <p>Systems and networks To know what a tablet is and how it is different from a laptop/desktop computer. To understand what a network is and how a school network might be organised. To know that a server is central to a network and responds to requests made. To know how the internet uses networks to share files. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. To know the roles that inputs and outputs play on computers. To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</p>	<p>To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.</p>	
Kapow Units	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Evidenced through children creating Google Slides presentation per unit. After each lesson, children reflect on what they have learned, add screenshots, copy and paste key elements or add photos	Computer systems and networks: Google	Programming Scratch jr	Computing systems and networks: Email (google) Online safety 2 lessons	Computing systems and networks: journey inside a computer	Creating media: ipads	Comparison cards: databases (Google) Online safety 2 lessons



YEAR FOUR

Objectives

Digital Literacy	Computer Science			Information Technology	Online safety	
<p>Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.</p> <p>Creating Media To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.</p>	<p>Hardware Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather Networks and Data Representation Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.</p> <p>Computational Thinking Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities</p> <p>Programming Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient. To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.</p>			<p>Software Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others.</p> <p>Email and Internet Recognising devices that are connected to the internet. Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet. Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email. Understanding why some results come before others when searching. Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.</p> <p>Using Data and Data Handling Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases. Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Designing a device which gathers and records sensor data. To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.</p> <p>Wider Use of Technology Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet. Understanding that software can be used collaboratively online to work as a team.</p> <p>Systems and Networks To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentation slides</p>	<p>To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.</p>	
<p>Kapow Units Evidenced through children creating Google Slides presentation per unit. After each lesson, children reflect on what they have learned, add screenshots, copy and paste key elements or add photos</p>	<p>Autumn 1</p> <p>Collaborative learning (Google)</p>	<p>Autumn 2</p> <p>Further coding with Scratch</p>	<p>Spring 1</p> <p>Website design: Google</p> <p>Online safety</p>	<p>Spring 2</p> <p>HTML</p>	<p>Summer 1</p> <p>Computational Thinking</p>	<p>Summer 2</p> <p>Investigating weather</p> <p>Online safety</p>



YEAR FIVE

Objectives

Digital Literacy	Computer Science	Information Technology			Online safety	
<p>Identifying possible dangers online and learning how to stay safe. Evaluating the pros and cons of online communication. Recognising that information on the internet might not be true or correct and learning ways of checking validity. Learning what to do if they experience bullying online. Learning to use an online community safely</p> <p>Creating Media To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation.</p>	<p>Hardware Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle</p> <p>Networks and Data Presentation Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Understanding how bit patterns represent images as pixels.</p> <p>Computational Thinking Decomposing animations into a series of images. Decomposing a program without support. Decomposing a story to be able to plan a program to tell a story. Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose.</p> <p>Programming Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario. To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their code while performing their music. To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition).</p>	<p>Software Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the video editing software to animate. Identify ways to improve and edit programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD</p> <p>Email and Internet Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</p> <p>Using Data and Data Handling Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location. To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To understand that RAM is Random Access Memory and acts as the computer's working memory. To know what simple operations can be used to calculate bit patterns.</p> <p>Wider Use of Technology Learn about different forms of communication that have developed with the use of technology.</p> <p>Systems and Networks To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is. To know the difference between ROM and RAM.</p>			<p>To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p>	
<p>Kapow Units Evidenced through children creating Google Slides presentation per unit. After each lesson, children reflect on what they have learned, add screenshots, copy and paste key elements or add photos</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Search engines (Google)</p> <p>Online safety</p>	<p>Programming music: Scratch</p>	<p>Mars Rover 1</p> <p>Online safety</p>	<p>Micro bit</p>	<p>Stop motion animation</p>	<p>Mars Rover 2</p> <p>Online safety</p>



YEAR SIX

Objectives

Digital Literacy	Computer Science			Information Technology		Online safety
<p>Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to create them. Learning strategies to capture evidence of online bullying in order to seek help. Using search engines safely and effectively. Recognising that updated software can help to prevent data corruption and hacking.</p> <p>Creating Media To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed.</p>	<p>Hardware Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future. Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).</p> <p>Networks and Data Presentation Understanding that computer networks provide multiple services.</p> <p>Computational Thinking Decomposing a program into an algorithm. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose.</p> <p>Programming Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose. To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code.</p>			<p>Software Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages.</p> <p>Email and Internet Understanding how search engines work</p> <p>Using Data and Data Handling Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets. To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. To know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.</p> <p>Wider Use of Technology Learning about the Internet of Things and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency.</p> <p>Systems and Networks To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software</p>		<p>To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.</p>
<p>Kapow Units Evidenced through children creating Google Slides presentation per unit. After each lesson, children reflect on what they have learned, add screenshots, copy and paste key elements or add photos</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bletchley Park (Google)</p> <p>Online safety</p>	<p>Introduction to Python</p> <p>Online safety</p>	<p>Big data 1</p> <p>Online safety</p>	<p>History of Computers</p> <p>Online safety</p>	<p>Big data 2</p> <p>Online safety</p>	<p>Inventing a product</p> <p>Online safety</p>



Structure of Computing Scheme of Work

