Curriculum Overview
Computing
Ripley Endowed Primary School

Beckwithshaw Primary School

Computing Curriculum Overview

The Beckwithshaw Primary School Computing Long Term Plan follows the sequence from Purple Mash. All units are taught following the Purple Mash Schemes of Work. The themes for each unit ensure that all the National Curriculum objectives are covered so that all the learners at Woodfield Community Primary School receive a broad and balanced curriculum.

Theme Key:

Coding and Computational thinking	Spreadsheets	Internet and Email	Art and Design	Music	Databases and graphing	Writing and Presenting	Communication and networks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Communication and Language	Expressive Arts	Literacy	Mathematics	Physical Development PSED	Exploring the World

Online Safety is taught throughout each topic using Purple Mash Online Safety lessons and Coram Life Scarf Resources

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 2 2021-2022 Cycle B	Unit 2.1- Coding – 6 Weeks **Suggested Programmes:** 2Code, Beebots, Scratch, Code.org.	Online Safety Number of lessons – 3 Programs – Various / Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate	Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various / Unit 2.5 Effective Searching Number of lessons – 3 Programs – Browser	Unit 2.4 Questioning Number of lessons – 5 Programs – 2Question, 2Investigate	Unit 2.6 Creating Pictures Number of lessons – 5 Programs – 2PaintAPicture / Unit 2.7 Making Music Number of lessons – 3 7Programs – 2Sequence	Consolidation
Year 1 & Year 2 2021-2022 Cycle A	Unit 1.1 Exploring Purple Mash- 4 weeks **Suggested Programmes:** Various	Unit 1.2- Grouping and Sorting - 4 weeks **Suggested Programmes:** 2DIY / Unit 1.3- Pictograms- 4 weeks **Suggested Programmes:** 2Count	Unit 1.4- Lego Builders - 3 weeks **Suggested Programmes:** 2DIY / Unit 1.5- Maze Explorers 3 weeks **Suggested Programmes:** 2Go	Unit 1.6- Animated Story Books – 5 Weeks **Suggested Programmes:** 2Create a Story	Unit 1.7- Coding – 6 Weeks **Suggested Programmes:** 2Code, Beebots, Scratch, Code.org.	Spreadsheets - 3 weeks **Suggested Programmes:** 2Calculate, Excel / Technology Outside School – 2 Weeks **Suggested Programmes:** Various

LKS2 Cycle B	Coding - 5 weeks **Suggested Programmes:** Scratch, 2Code, Code.org	Spreadsheets - 4 weeks **Suggested programmes:** 2Calculate	Writing for different audiences- 5 weeks **Suggested Programmes:** 2Email 2Connect 2DIY	Logo- 5 lessons **Suggested Programmes:** Logo	Animation- 3 lessons **Suggested Programmes:** 2Sequence	Presenting Ideas – 4 weeks **Suggested Programmes:** Various on Purple Mash, Word, PowerPoint.
		Effective Searching 2 Weeks Suggested programmes: Browser			**Hardware Investigators** 2 lessons	
LKS2 Cycle A	Coding - 6 weeks **Suggested Programmes:** Scratch, 2Code, Code.org	Spreadsheets - 3 weeks **Suggested programmes:** 2Calculate, Excel	Touch Typing **Suggested Programmes:** 2Type	Email (including Email Safety) **Suggested Programmes:** 2Email, 2Connect, 2DIY	Branching Databases – 4 weeks **Suggested Programmes:** 2Question	Simulations – 3 weeks **Suggested Programmes:** 2Simulate, 2Publish
						Graphing – 3 weeks **Suggested Programmes:** 2Graph
UKS2 Cycle B	Coding - 6 weeks **Suggested Programmes:** Scratch, 2Code	Spreadsheets - 6 weeks **Suggested programmes:** 2Calculate, Excel	Writing for different Audiences - 5 weeks **Suggested Programmes:** 2Email, 2Connect, 2DIY	Coding – 4 Weeks **Suggested Programmes:** Scratch, 2Code	Animation – 3 Weeks **Suggested Programmes:** 2Animate	Effective Search – 2 weeks **Suggested Programmes:** Browser
						Hardware Investigators – 2 Weeks
UKS2 Cycle A	Coding - 6 weeks **Suggested Programmes:** Scratch, 2Code	Spreadsheets - 6 weeks **Suggested programmes:** 2Calculate, Excel	Databases - 5 weeks **Suggested Programmes:** 2Question, 2Investigate	Game Creator – 5 Weeks **Suggested Programmes:** 2DIY 3D	3D Modelling - 4 Weeks **Suggested Programmes:** 2Design and Make	Concept Maps – 4 weeks **Suggested Programmes:** 2Connect
						Word Processing with Microsoft Word – 2 Weeks **Suggested Programmes:** MS Word

Consult Purple Mash Scheme of Learning Overview- Mixed Year Groups for further information.

Computing: Curriculum Overview

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Online Safety and Exploring Purple Mash	**Year 1**			To say what technology is. To say what examples of technology are in school. To say what examples of technology are at home. To know that a chair uses old technology and a smart phone uses new technology. To keep my login information safe. To save my work in a safe place such as 'My Work' folder.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Report, Online Safety.
	Year 2			To find information I need using a search engine. To know the consequences of not searching online safely. To share work and communicate electronically – for example using 2Email or the display boards. To report unkind behaviour and things that upset me online, to a trusted adult. To see where technology is used at school such as in the office or canteen. To understand that my creations such as programs in 2Code, need similar skills to the adult.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Email, Programs, Report, Online Safety.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Online Safety and Exploring Purple Mash	**Year 1**			To say what technology is. To say what examples of technology are in school. To say what examples of technology are at home. To know that a chair uses old technology and a smart phone uses new technology. To keep my login information safe. To save my work in a safe place such as 'My Work' folder.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Report, Online Safety.
	Year 2			To find information I need using a search engine. To know the consequences of not searching online safely. To share work and communicate electronically – for example using 2Email or the display boards. To report unkind behaviour and things that upset me online, to a trusted adult. To see where technology is used at school such as in the office or canteen. To understand that my creations such as programs in 2Code, need similar skills to the adult.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Email, Programs, Report, Online Safety.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Grouping and Sorting	**Year 1**	To explain that an algorithm is a set of instructions. To know that an algorithm written for a computer is called a program. To work out what is wrong when the steps are out of order in instructions. To say that if something does not work how it should it is because my code is incorrect. To try and fix my code if it isn't working properly. To predict what is going to happen in a program.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict.
	Year 2	To explain an algorithm is a set of instructions to complete a task. TO carefully plan my algorithm so it will work when I make it into code. To design a simple program using 2Code that achieves a purpose. To find correct some errors in my program. To say what will happen in a program. To identify something in a program that has an action or effect.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict, Design, Action, Effect, Program Design.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Pictograms	**Year 1**		Sort sound, pictures and text. Add sound, pictures and text to a program. Change content on a file such as text, sound and images. Name work. Save work. Find work.		Sort, Sound, Pictures, Program, File Content, Sound, Images, Name, Save Find, Work.
	Year 2		To organise data – for example, using a database such as 2Investigate. To find data using specific searches – for example, using 2Investigate. To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. To edit digital data such as data in music composition software. To name, save and find work. To name, save and find work.		Organise Data, Database, Search, Specific, Binary Trees, Spreadsheet, Edit, Software.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Lego Builders/ Maze Explorers	**Year 1**	To explain that an algorithm is a set of instructions. To know that an algorithm written for a computer is called a program. To work out what is wrong when the steps are out of order in instructions. To say that if something does not work how it should it is because my code is incorrect. To try and fix my code if it isn't working properly. To predict what is going to happen in a program.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict.
	Year 2	To explain an algorithm is a set of instructions to complete a task. To carefully plan my algorithm so it will work when I make it into code. To design a simple program using 2Code that achieves a purpose. To find correct some errors in my program. To say what will happen in a program. To identify something in a program that has an action or effect.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict, Design, Action, Effect, Program Design.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Animated Storybooks	**Year 1**		Sort sound, pictures and text. Add sound, pictures and text to a program. Change content on a file such as text, sound and images. Name work. Save work. Find work.		Sort, Sound, Pictures, Program, File Content, Sound, Images, Name, Save Find, Work.
	Year 2		To organise data – for example, using a database such as 2Investigate. To find data using specific searches – for example, using 2Investigate. To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. To edit digital data such as data in music composition software. To name, save and find work. To name, save and find work.		Organise Data, Database, Search, Specific, Binary Trees, Spreadsheet, Edit, Software.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Coding	**Year 1**	To explain that an algorithm is a set of instructions. To know that an algorithm written for a computer is called a program. To work out what is wrong when the steps are out of order in instructions. To say that if something does not work how it should it is because my code is incorrect. To try and fix my code if it isn't working properly. To predict what is going to happen in a program.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict.
	Year 2	To explain an algorithm is a set of instructions to complete a task. To carefully plan my algorithm so it will work when I make it into code. To design a simple program using 2Code that achieves a purpose. To find correct some errors in my program. To say what will happen in a program. To identify something in a program that has an action or effect.			Algorithm, Instructions, Computer Program, Steps, Order, Incorrect Code, Predict, Design, Action, Effect, Program Design.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Spreadsheets	**Year 1**		Sort sound, pictures and text. Add sound, pictures and text to a program. Change content on a file such as text, sound and images. Name work. Save work. Find work.		Sort, Sound, Pictures, Program, File Content, Sound, Images, Name, Save Find, Work.
	Year 2		To organise data – for example, using a database such as 2Investigate. To find data using specific searches – for example, using 2Investigate. To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. To edit digital data such as data in music composition software. To name, save and find work. To name, save and find work.		Organise Data, Database, Search, Specific, Binary Trees, Spreadsheet, Edit, Software.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Technology Outside School	**Year 1**			To say what technology is. To say what examples of technology are in school. To say what examples of technology are at home. To know that a chair uses old technology and a smart phone uses new technology. To keep my login information safe. To save my work in a safe place such as 'My Work' folder.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Report, Online Safety.
	Year 2			To find information I need using a search engine. To know the consequences of not searching online safely. To share work and communicate electronically – for example using 2Email or the display boards. To report unkind behaviour and things that upset me online, to a trusted adult. To see where technology is used at school such as in the office or canteen. To understand that my creations such as programs in 2Code, need similar skills to the adult.	Technology, Old, New, Save, Safe Folder, Login, Tools, My Work Area, Email, Programs, Report, Online Safety.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Coding	**Year 3**	To make a real-life situation into an algorithm for a program. To design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. To identify an error in my program and fix it. To experiment with timers in my programs. To identify the difference in using between the effect of a timer or repeat command in my code. To know that a variable stores information while a program is running. To identify 'If' statements, repetition and variables. To read programs with several steps and predict what it will do.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict.
	Year 4	To make a real-life situation into an algorithm for a program. To design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. To identify an error in my program and fix it. To experiment with timers in my programs. To identify the difference in using between the effect of a timer or repeat command in my code. To know that a variable stores information while a program is running. To identify 'If' statements, repetition and variables. To read programs with several steps and predict what it will do.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict.

Coding	**Year 5**	To make more complex real-life problems into algorithms for a program. To test and debug my programs as I work. To convert (translate) algorithms that contain sequence, selection and repetition into code that works. To use sequence, selection, repetition, and some other coding structures in my code. To organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently. To use logical methods to identify the cause of any bug with support to identify the specific line of code. To know the importance of computer networks and how they help solve problems and enhance communication. To recognise the main dangers that can be perpetuated via computer networks. To explain what personal information is and know strategies for keeping this safe. To use the most appropriate form of online communication according to the digital content.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict, Debug, Tabs, Enhance Communication, Computer Networks, Personal Information, Safety.
	Year 6	To turn a complex programming task into an algorithm. To identify the important aspects of a programming task (abstraction). To decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. To test and debug my program as I work on it and use logical methods to identify a cause of a bug. To identify a specific line of code that is causing a problem in my program and attempt a fix. To translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. To use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object. To interpret (understand) a program in parts and can make logical attempts to put the separate parts To explain the program as a whole. To explain the difference between the internet and the World Wide Web. To explain what a WAN and LAN is and describe the process of how access to the internet in school is possible.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict, Debug, Tabs, Enhance Communication, Computer Networks, Personal Information, Safety, WAN, LAN, Internet, World Wide Web.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Spreadsheets	**Year 3**		To carry out searches to find digital content on a range of online systems. To collect data and input it into software. Analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). To present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). To consider what the most appropriate software to use when given a task by my teacher. To create purposeful (appropriate) content and attach this to emails.		Search, Digital Content, Online, Software, Features, Spreadsheet, Data, Appropriate.
	Year 4		To carry out searches to find digital content on a range of online systems. To collect data and input it into software. To analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). To present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool).		Search, Digital Content, Online, Software, Features, Spreadsheet, Data, Appropriate, Database.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Spreadsheets	**Year 5**		To search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results. To explain in detail how accurate, safe and reliable the content is on a webpage. To make appropriate improvements to digital work I have created. To comment on how successful a digital solution is that I have created. To work collaboratively with others creating solutions to problems using appropriate software. To use collaborative modes such as within 2Connect to work with others and share it.		Search, Digital Content, Online, Software, Features, Spreadsheet, Data, Appropriate, Database, Digital Solution, Collaborate.
	Year 6		To use filters when searching for digital content. To explain in detail how accurate and reliable a webpage and its content is. To compare a range of digital content sources and rate them in terms of content quality and accuracy. To consider the intended audience carefully when I design and make digital content. To design and create online blogs. To use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.		Search, Digital Content, Online, Software, Features, Spreadsheet, Data, Appropriate, Database, Digital Solution, Collaborate, Evaluate.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Effective Searching	**Year 3**			To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4			To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Effective Searching	**Year 5**			To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6			To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Questioning	Year 3	To make a real-life situation into an algorithm for a program. To design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. To identify an error in my program and fix it. To experiment with timers in my programs. To identify the difference in using between the effect of a timer or repeat command in my code. To know that a variable stores information while a program is running. To identify 'If' statements, repetition and variables. To read programs with several steps and predict what it will do.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict.
	Year 4	To make a real-life situation into an algorithm for a program. To design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. To identify an error in my program and fix it. To experiment with timers in my programs. To identify the difference in using between the effect of a timer or repeat command in my code. To know that a variable stores information while a program is running. To identify 'If' statements, repetition and variables. To read programs with several steps and predict what it will do.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict.
Questioning	Year 5	To make more complex real-life problems into algorithms for a program. To test and debug my programs as I work. To convert (translate) algorithms that contain sequence, selection and repetition into code that works. To use sequence, selection, repetition, and some other coding structures in my code. To organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently. To use logical methods to identify the cause of any bug with support to identify the specific line of code. To know the importance of computer networks and how they help solve problems and enhance communication. To recognise the main dangers that can be perpetuated via computer networks. To explain what personal information is and know strategies for keeping this safe. To use the most appropriate form of online communication according to the digital content.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict, Debug, Tabs, Enhance Communication, Computer Networks, Personal Information, Safety.
	Year 6	To turn a complex programming task into an algorithm. To identify the important aspects of a programming task (abstraction). To decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. To test and debug my program as I work on it and use logical methods to identify a cause of a bug. To identify a specific line of code that is causing a problem in my program and attempt a fix. To translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. To use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object. To interpret (understand) a program in parts and can make logical attempts to put the separate parts To explain the program as a whole. To explain the difference between the internet and the World Wide Web. To explain what a WAN and LAN is and describe the process of how access to the internet in school is possible.			Algorithm, Program, Design, Code, Repeat Command, Variable, Information, 'If' Statements, Repetition, Variables, Steps, Predict, Debug, Tabs, Enhance Communication, Computer Networks, Personal Information, Safety, WAN, LAN, Internet, World Wide Web.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Creating Pictures	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4		To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5		To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6		To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Making Music	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4		To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5		To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6		To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Presenting Ideas	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4		To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5		To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6		To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Touch Typing	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4		To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5		To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6		To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Email	Year 3			To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4			To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5			To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6			To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.	Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

		Computer Science	Information Technology	Digital Literacy	Vocabulary
Branching Databases	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
	Year 4		To have a good understanding of the online safety rules we learn at school. To demonstrate how to use different online technologies safely. To demonstrate how to use a few different online services safely. To know I have a right to privacy both on and offline. To recognise that my wellbeing can be affected by how I use technology. To report with ease any concerns with content and contact online and know immediate strategies to keep safe.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline.
	Year 5		To have a secure knowledge of online safety rules taught at school. To demonstrate the safe and respectful use of different online technologies and online services. To always relate appropriate online behaviour to my right to have personal privacy. To know how to not let my mental wellbeing or others be affected by use of online technologies and services.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.
	Year 6		To demonstrate safe and respectful use of a range of different technologies and online services. To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. To use critical thinking to help me stay safe online. To know the value of protecting my privacy and others online.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette, Online Services, Privacy, Online, Offline, Wellbeing.

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Graphing	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Writing for Different Audiences	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Animation	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Hardware Investigators	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Game Creator	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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3D Modelling	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Concept Maps	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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Word Processing with Microsoft Word	**Year 3**		To create a secure password. To explain the importance of having a secure password and not sharing it with others. To explain the negative consequences of not keeping passwords safe and secure. To understand the importance of keeping safe online and behaving respectfully. To use communication tools such as 2Email respectfully and use good etiquette. To report unacceptable content and contact online in more than one way to a trusted adult.		Search, Effective, Password, Online Safety, Communication Tools, Etiquette.
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