

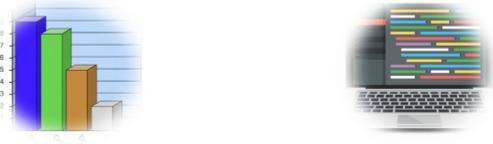


Computing Curriculum

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Yellow Class	 <p>E-Safety: How we use Technology Unit 1.1: Online Safety and Exploring Purple Mash</p>	 <p>E-Safety: Caring for Technology Unit 1.3: Pictograms Unit 1.4: Lego Builders</p>	 <p>E-Safety: Keep it Private Unit 1.6: Animated Story Books</p>
	Spring 2	Summer 1	Summer 2
	 <p>E-Safety: Sending Email Unit 1.8: Spreadsheets</p>	 <p>E-Safety: Concerns about Content Unit 1.5: Maze Explorers Unit 1.9: Technology Outside School</p>	 <p>E-Safety: ABC Sharing Unit 1.7: Coding</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Green Class	 E-Safety: How we use Technology E-Safety: SMART Rules for E-Safety Unit 1.1: Online Safety and Exploring Purple Mash	 E-Safety: Caring for Technology E-Safety: Follow the Digital Trail Unit 1.3: Pictograms Unit 1.4: Lego Builders	 E-Safety: Keep it Private E-Safety: Staying Safe Online Unit 1.6: Animated Story Books
	Spring 2	Summer 1	Summer 2
	 E-Safety: Sending Email E-Safety: Screen Out the Mean Unit 1.8: Spreadsheets	 E-Safety: Concerns about Content E-Safety: Concerns about Content Unit 1.5: Maze Explorers Unit 1.9: Technology Outside School	 E-Safety: ABC Sharing E-Safety: Sites I Like Unit 1.7: Coding

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Blue Class	 <p>E-Safety: SMART Rules for E-Safety Unit 2.2: Online Safety Unit 2.5: Effective Searching</p>	 <p>E-Safety: Follow the Digital Trail Unit 2.8: Presenting Ideas</p>	 <p>E-Safety: Staying Safe Online Unit 2.6: Creating Pictures</p>
	Spring 2	Summer 1	Summer 2
	 <p>E-Safety: Screen Out the Mean Unit 2.3: Spreadsheets</p>	 <p>E-Safety: Concerns about Content Unit 2.1: Coding</p>	 <p>E-Safety: Sites I Like Unit 2.4: Questioning</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Orange Class	 <p>E-Safety: What is Great about the Internet?</p> <p>Unit 2.2 & 3.2: Online Safety</p> <p>Unit 3.8: Graphing</p>	 <p>E-Safety: Powerful Passwords</p> <p>Unit 3.4: Touch Typing</p> <p>Unit 2.8: Presenting Ideas (recap)</p>	 <p>E-Safety: Things for Sale Online</p> <p>Unit 3.3: Spreadsheets Crash Course</p>
	Spring 2	Summer 1	Summer 2
	 <p>E-Safety: Self-Image and Identity</p> <p>Unit 3.3: Spreadsheets</p>	 <p>E-Safety: Concerns about Content</p> <p>Unit 3.1: Coding Crash Course</p>	 <p>E-Safety: How Search Engines Work</p> <p>Unit 3.1: Coding</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Lime Class	 <p>E-Safety: What is Great about the Internet?</p> <p>E-Safety: How can we be a Good Friend Online?</p> <p>Unit 3.2 & 4.2: Online Safety</p> <p>Unit 3.6: Branching Databases</p> <p>Unit 3.8: Graphing</p>	 <p>E-Safety: Powerful Passwords</p> <p>E-Safety: Private and Personal Information</p> <p>Unit 3.4: Touch Typing (recap)</p> <p>Unit 4.4: Writing for Audiences</p>	 <p>E-Safety: Things for Sale Online</p> <p>E-Safety: Plagiarism</p> <p>Unit 4.3: Spreadsheets Crash Course</p>
	Spring 2	Summer 1	Summer 2
	 <p>E-Safety: Self-Image and Identity</p> <p>E-Safety: Tackling Cyberbullying</p> <p>Unit 4.3: Spreadsheets</p>	 <p>E-Safety: Concerns about Content</p> <p>E-Safety: Concerns about Content</p> <p>Unit 4.1: Coding Crash Course</p>	 <p>E-Safety: How Search Engines Work.</p> <p>E-Safety: Keywords in Searching</p> <p>Unit 4.1: Coding</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Lilac Class	 <p>E-Safety: How can we be a Good Friend Online?</p> <p>E-Safety: How can we Connect with Respect?</p> <p>Unit 4.2 & 5.2: Online Safety</p> <p>Unit 3.6: Branching Databases recap</p>	 <p>E-Safety: Private and Personal Information</p> <p>E-Safety: Strong Passwords</p> <p>Unit 4.4: Writing for Audiences (recap)</p> <p>Unit 5.7: Concept Maps</p>	 <p>E-Safety: Plagiarism</p> <p>E-Safety: Online Rights and Responsibilities</p> <p>Unit 5.3: Spreadsheets Crash Course</p>
	Spring 2	Summer 1	Summer 2
	 <p>E-Safety: Tackling Cyberbullying</p> <p>E-Safety: Self-Image and Self Identity</p> <p>Unit 5.3: Spreadsheets</p>	 <p>E-Safety: Concerns about Content</p> <p>E-Safety: Concerns about Content</p> <p>Unit 5.1: Coding Crash Course</p>	 <p>E-Safety: Keywords in Searching</p> <p>E-Safety: Reliability of Content Online</p> <p>Unit 5.1: Coding</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
	Turquoise Class	 <p>E-Safety: How can we Connect with Respect?</p> <p>E-Safety: Social Media</p> <p>Unit 5.2 & 6.2: Online Safety</p> <p>Unit 5.4: Databases</p>	 <p>E-Safety: Strong Passwords</p> <p>E-Safety: Privacy Rules</p> <p>Unit 5.7: Concept Maps (recap)</p> <p>Unit 6.7: Quizzing</p>
Spring 2		Summer 1	Summer 2
 <p>E-Safety: Self-Image and Identity</p> <p>E-Safety: Cyberbullying—Let's fight it together</p> <p>Unit 6.3: Spreadsheets</p>		 <p>E-Safety: Concerns about Content</p> <p>E-Safety: Concerns about Content</p> <p>Unit 6.1: Coding Crash Course</p>	 <p>E-Safety: Reliability of Content Online</p> <p>E-Safety: Fake News</p> <p>Unit 6.1: Coding</p>

Computing Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Purple Class	 <p>E-Safety: Social Media Unit 6.2: Online Safety Unit 5.4: Databases recap</p>	 <p>E-Safety: Privacy Rules Unit 6.7: Quizzing (recap) Unit 6.4: Blogging</p>	 <p>E-Safety: Using Technology in Public Unit 6.3: Spreadsheets Crash Course</p>
	 <p>E-Safety: Cyberbullying—Let's Fight it Together Unit 6.3: Spreadsheets</p>	 <p>E-Safety: Concerns about Content Unit 6.1: Coding Crash Course</p>	 <p>E-Safety: Fake News Unit 6.1: Coding</p>

Yellow Class Objectives

Term

Autumn 1

Unit 1.1: Online Safety and Exploring Purple Mash

In this unit of work, children will learn...

- To login safely with their own logins and understand why that is important.
- To create their own avatar and to understand what this is and how it is used.
- To be able to create their own picture and add their name to it.
- To start to understand the idea of 'ownership' of their creative work.
- To save their work to their My Work area and understand that this is their space.
- To learn how to find their saved work in the Online Work area.
- To learn that the teacher can see everybody's work in the class.
- To learn that the teacher can leave them a message, and how to find it.
- To learn how to search Purple Mash to find resources.
- To become familiar with the types of resources available in the Topics section.
- To become more familiar with the icons used in the resources in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.
- To explore the Games section on Purple Mash.
- To understand the importance of logging out when they have finished.

Yellow Class Objectives

Term

Autumn 2

Unit 1.3: Pictograms

Unit 1.4: Lego Builders

In this unit of work, children will learn...

Pictograms:

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Lego Builders:

- To emphasise the importance of following instructions.
- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result.

Yellow Class Objectives

Term

Spring 1

Unit 1.6: Animated Story Books

In this unit of work, children will learn...

- To get started with 2Create a Story's My Simple Story level.
- To be aware of the differences between traditional books and e-books.
- To become familiar with the drawing tools.
- To become familiar with the Text tool.
- To save the page they have created.
- To be able to continue the saved story.
- To be able to add animation to the picture.
- To be able to play the pages created so far.
- To be able to save the additional changes and overwrite the file.
- To be able to open and continue working on their saved file.
- To work on the next level: My Story.
- To be able to add a sound to the picture.
- To be able to add a voice recording to the picture.
- To be able to create and add music they have created to the picture.
- To understand how to use additional features in the next level: My Story.
- To be able to add a background to the story.
- To have a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.
- To understand how to use additional features in the next level 'My Story.'
- To be able to open and add to the story
- To be able to continue with the story using the copy and paste feature to create additional pages.
- To create a class, display board of the story books created by the pupils

Yellow Class Objectives

Term

Spring 2

Unit 1.8: Spreadsheets

In this unit of work, children will learn...

- To understand what a spreadsheet looks like.
- To be able to navigate around a spread sheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add clipart images to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To use the 'speak' and 'count' tools in 2Calculate to count items.

Yellow Class Objectives

Term

Summer 1

Unit 1.5: Maze Explorers

Unit 1.9: Technology Outside School

In this unit of work, children will learn...

Maze Explorers:

- To understand the functionality of the basic direction keys in Challenges 1 and 2.
- To be able to use the direction keys to complete the challenges successfully.
- To understand the functionality of the basic direction keys in Challenges 3 and 4.
- To understand how to create and debug a set of instructions (algorithm).
- To use the additional direction keys as part of their algorithm.
- To understand how to change and extend the algorithm list.
- To create a longer algorithm for an activity.
- To provide an opportunity for the pupils to set challenges for each other.
- To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.

Technology Outside School:

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school.

Yellow Class Objectives

Term

Summer 2

Unit 1.7: Coding

In this unit of work, children will learn...

- To understand what coding means in computing.
- To create unambiguous instructions like those required by a computer.
- To build one- and two-step instructions using the printable code cards.
- To introduce 2Code.
- To use the 2Code program to create a simple program.
- To use Design Mode to add and change backgrounds and characters.
- They will use the Properties table to change the look of the objects.
- To use the Properties table to change the look of the objects.
- To design a scene for a program.
- To use code blocks to make the characters move automatically when the green play button is clicked.
- To add an additional character who moves when clicked.
- To explore the When Key and When Swiped commands (on tablets if available).
- To use the Stop button to make characters stop when the background is clicked.
- To explore a method to code interactivity between objects.
- To use Collision Detection to make objects perform actions.
- To use the sound property.

Green Class Objectives

Term

Autumn 1

Unit 1.1: Online Safety and Exploring Purple Mash

In this unit of work, children will learn...

- To login safely with their own logins and understand why that is important.
- To create their own avatar and to understand what this is and how it is used.
- To be able to create their own picture and add their name to it.
- To start to understand the idea of 'ownership' of their creative work.
- To save their work to their My Work area and understand that this is their space.
- To learn how to find their saved work in the Online Work area.
- To learn that the teacher can see everybody's work in the class.
- To learn that the teacher can leave them a message, and how to find it.
- To learn how to search Purple Mash to find resources.
- To become familiar with the types of resources available in the Topics section.
- To become more familiar with the icons used in the resources in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.
- To explore the Games section on Purple Mash.
- To understand the importance of logging out when they have finished.

Green Class Objectives

Term

Autumn 2

Unit 1.3: Pictograms

Unit 1.4: Lego Builders

In this unit of work, children will learn...

Pictograms:

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Lego Builders:

- To emphasise the importance of following instructions.
- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result.

Green Class Objectives

Term

Spring 1

Unit 1.6: Animated Story Books

In this unit of work, children will learn...

- To get started with 2Create a Story's My Simple Story level.
- To be aware of the differences between traditional books and e-books.
- To become familiar with the drawing tools.
- To become familiar with the Text tool.
- To save the page they have created.
- To be able to continue the saved story.
- To be able to add animation to the picture.
- To be able to play the pages created so far.
- To be able to save the additional changes and overwrite the file.
- To be able to open and continue working on their saved file.
- To work on the next level: My Story.
- To be able to add a sound to the picture.
- To be able to add a voice recording to the picture.
- To be able to create and add music they have created to the picture.
- To understand how to use additional features in the next level: My Story.
- To be able to add a background to the story.
- To have a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.
- To understand how to use additional features in the next level 'My Story.'
- To be able to open and add to the story
- To be able to continue with the story using the copy and paste feature to create additional pages.
- To create a class, display board of the story books created by the pupils

Green Class Objectives

Term

Spring 2

Unit 1.8: Spreadsheets

In this unit of work, children will learn...

- To understand what a spreadsheet looks like.
- To be able to navigate around a spread sheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add clipart images to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To use the 'speak' and 'count' tools in 2Calculate to count items.

Green Class Objectives

Term

Summer 1

Unit 1.5: Maze Explorers

Unit 1.9: Technology Outside School

In this unit of work, children will learn...

Maze Explorers:

- To understand the functionality of the basic direction keys in Challenges 1 and 2.
- To be able to use the direction keys to complete the challenges successfully.
- To understand the functionality of the basic direction keys in Challenges 3 and 4.
- To understand how to create and debug a set of instructions (algorithm).
- To use the additional direction keys as part of their algorithm.
- To understand how to change and extend the algorithm list.
- To create a longer algorithm for an activity.
- To provide an opportunity for the pupils to set challenges for each other.
- To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.

Technology Outside School:

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school.

Green Class Objectives

Term

Summer 2

Unit 1.7: Coding

In this unit of work, children will learn...

- To understand what coding means in computing.
- To create unambiguous instructions like those required by a computer.
- To build one- and two-step instructions using the printable code cards.
- To introduce 2Code.
- To use the 2Code program to create a simple program.
- To use Design Mode to add and change backgrounds and characters.
- They will use the Properties table to change the look of the objects.
- To use the Properties table to change the look of the objects.
- To design a scene for a program.
- To use code blocks to make the characters move automatically when the green play button is clicked.
- To add an additional character who moves when clicked.
- To explore the When Key and When Swiped commands (on tablets if available).
- To use the Stop button to make characters stop when the background is clicked.
- To explore a method to code interactivity between objects.
- To use Collision Detection to make objects perform actions.
- To use the sound property.

Blue Class Objectives

Term

Autumn 1

Unit 2.2: Online Safety

Unit 2.5: Effective Searching

In this unit of work, children will learn...

Online Safety:

- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we talk to others when they are not there in front of us.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure.

Effective Searching:

- To understand the terminology associated with searching.
- To gain a better understanding of searching on the Internet.
- To create a leaflet to help someone search for information on the Internet.

Blue Class Objectives

Term

Autumn 2

Unit 2.8: Presenting Ideas

In this unit of work, children will learn...

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on a nonfiction topic.
- To make a presentation to the class.

Blue Class Objectives

Term

Spring 1

Unit 2.6: Creating Pictures

In this unit of work, children will learn...

- To be introduced to 2Paint a Picture.
- To look at the impressionist style of art (Monet, Degas, Renoir).
- To recreate pointillist art and look at the work of pointillist artists such as Seurat.
- To look at the work of Piet Mondrian and recreate it using the Lines template.
- To look at the work of William Morris and recreate it using the Patterns template.
- To explore surrealism and eCollage

Blue Class Objectives

Term

Spring 2

Unit 2.3: Spreadsheets

In this unit of work, children will learn...

- To review the work done in 2Calculate in year 1.
- To revise spreadsheet related vocabulary.
- To use some 2Calculate tools that were introduced in year 1.
- To use copying and pasting shortcuts in 2Calculate.
- To use 2Calculate totalling tools.
- To use 2Calculate to solve a simple puzzle.
- To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects.
- To add and edit data in a table layout.
- To use the data to manually create a block graph

Blue Class Objectives

Term

Summer 1

Unit 2.1: Coding

In this unit of work, children will learn...

- To understand what an algorithm is.
- To create a computer program using simple algorithms.
- To use the button and turtle objects.
- To understand how use the repeat command.
- To understand how to use the timer command.
- To compare the actions of the turtle and character objects.
- To know what debugging means.
- To understand the need to test and debug a program repeatedly.
- To debug simple programs.
- To create programs using different kinds of objects whose behaviours are limited to specific actions.
- To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.
- To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.

Blue Class Objectives

Term

Summer 2

Unit 2.4: Questioning

In this unit of work, children will learn...

- To show that the information provided on pictograms is of limited use beyond answering simple questions.
- To use yes/no questions to separate information.
- To construct a binary tree to separate different items.
- To use 2Question (a binary tree) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

Orange Class Objectives

Term

Autumn 1

Unit 2.2 & 3.2: Online Safety

Unit 3.8: Graphing

In this unit of work, children will learn...

- To know how to refine searches using the Search tool.
 - To know how to share work electronically using the display boards.
 - To use digital technology to share work on Purple Mash to communicate and connect with others locally.
 - To have some knowledge and understanding about sharing more globally on the Internet.
 - To introduce Email as a communication tool using 2Respond simulations.
 - To understand how we talk to others when they are not there in front of us.
 - To open and send simple online communications in the form of email.
 - To understand that information put online leaves a digital footprint or trail.
 - To begin to think critically about the information they leave online.
 - To identify the steps that can be taken to keep personal data and
 - To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
 - To understand how the Internet can be used to help us to communicate effectively.
 - To understand how a blog can be used to help us communicate with a wider audience. For pupils to consider if what they read on websites is true?
 - To look at a 'spoof' website. To create a 'spoof' webpage.
 - To think about why these sites might exist and how to check that the information is accurate
 - To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist.
- Graphing:**
- To enter data into a graph and answer questions.
 - To solve an investigation and present the results in graphic form.

Orange Class Objectives

Term

Autumn 2

Unit 3.4: Touch Typing

In this unit of work, children will learn...

- To introduce typing terminology.
- Understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practice and improve typing for home, bottom, and top rows.
- To practice the keys typed with the left hand.
- To practice the keys typed with the right hand.

Orange Class Objectives

Term

Spring 1

Unit 3.3: Spreadsheets Crash Course

In this unit of work, children will learn...

- To know what a spreadsheet looks like.
- To be able to navigate around a spreadsheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add clipart images to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects.
- To introduce the 'more than', 'less than' and 'equals' tools.
- To introduce the 'spin' tool and show how it can be used to count through times tables.
- To introduce the Advanced mode of 2Calculate.
- To learn about describing cells using their coordinates.

Orange Class Objectives

Term

Spring 2

Unit 3.3: Spreadsheets

In this unit of work, children will learn...

- To add and edit data in a table layout.
- To find out how spreadsheet programs can automatically create graphs from data.
- To introduce the 'more than', 'less than' and 'equals' tools.
- To introduce the 'spin' tool and show how it can be used to count through times tables.
- To introduce the Advanced mode of 2Calculate.
- To learn about describing cells using their coordinates.

Orange Class Objectives

Term

Summer 1

Unit 3.1: Coding Crash Course

In this unit of work, children will learn...

- To explain what coding is.
- Introduction to the 2Code interface including the possible actions of character objects.
- To use timers in 2Code to create differing effects.
- To use appropriate coding vocabulary including Object, Action, Output, Control and Event.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To create a program that responds to the 'if' command or the 'if/else' command
- To use selection within a program.
- To understand what debugging means.
- To intentionally break my program.
- To debug my partner's program.
- To understand what a variable is in programming.
- To use a variable to create a visual timer.

Orange Class Objectives

Term

Summer 2

Unit 3.1: Coding

In this unit of work, children will learn...

- To review coding vocabulary that relates to Object, Action, Output, Control and Event.
- To use 2Chart to represent a sequential program design.
- To use the design to write the code for the program To design and write a program that simulates a physical system.
- To look at the grid that underlies the design and relate this to X and Y properties.
- To introduce selection in their programming by using the if command.
- To combine a timer in a program with selection.
- To understand what a variable is in programming.
- To use a variable to create a timer.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To know what debugging means.
- To understand the need to test and debug a program repeatedly.
- To debug simple programs.
- To understand the importance of saving periodically as part of the code development process

Lime Class Objectives

Term

Autumn 1

Unit 3.2 & 4.2: Online Safety/Unit 3.6: Branching Databases/Unit 3.8: Graphing

In this unit of work, children will learn...

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
 - To understand how the Internet can be used to help us to communicate effectively.
 - To understand how a blog can be used to help us communicate with a wider audience.
 - For pupils to consider if what they read on websites is true? To look at a 'spooof' website.
 - To create a 'spooof' webpage.
 - To think about why these sites might exist and how to check that the information is accurate
 - To learn about the meaning of age restrictions symbols on digital media and devices.
 - To discuss why PEGI restrictions exist.
 - To understand how pupils can protect themselves from online identity theft.
 - Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
 - To Identify the risks and benefits of installing software including apps.
 - To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
 - To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
 - To identify the positive and negative influences of technology on health and the environment.
 - To understand the importance of balancing game and screen time with other parts of their lives.
- Branching Databases:**
- To sort objects using just 'yes' or 'no' questions.
 - To complete a branching database using 2Question.
 - To create a branching database of the pupils' choice.
- Graphing:**
- To enter data into a graph and answer questions.

Lime Class Objectives

Term

Autumn 2

Unit 3.4: Touch Typing (recap)

Unit 4.4: Writing for Audiences

In this unit of work, children will learn...

Touch Typing:

- To introduce typing terminology.
- Understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practice and improve typing for home, bottom, and top rows.
- To practice the keys typed with the left hand.
- To practice the keys typed with the right hand.

Writing for Audiences:

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign

Lime Class Objectives

Term

Spring 1

Unit 4.3: Spreadsheets Crash Course

In this unit of work, children will learn...

- To know what a spreadsheet looks like.
- To be able to navigate around a spreadsheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add clipart images to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To introduce the Advanced mode of 2Calculate.
- To learn about describing cells using their coordinates.

Lime Class Objectives

Term

Spring 2

Unit 4.3: Spreadsheets

In this unit of work, children will learn...

To explore how the numbers entered into cells can be set to either currency, decimal or fraction.

To explore the use of the display of decimal places.

To find out how to add formulae to a cell.

To explore how tools can be combined to use 2Calculate to make number games.

To explore the use of the timer, random number and spin button tools.

To use the line graphing tool in 2Calculate with appropriate data.

To interpret a line graph to estimate values between data readings.

To use the currency formatting tool in 2Calculate.

To use 2Calculate to create a model of a real-life situation.

To use the functions of allocating value to images in 2Calculate to make a resource to teach place value.

Lime Class Objectives

Term

Summer 1

Unit 4.1: Coding Crash Course

In this unit of work, children will learn...

- To explain what coding is. Introduction to the 2Code interface including the possible actions of character objects.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To create a program that responds to the 'if' command or the 'if/else' command.
- To use selection within a program.
- To understand what a variable is in programming.
- To use a variable to create a visual timer.
- To create a program with a character that repeats actions.
- To use the Repeat Until command to make characters repeat actions.
- To program a character to respond to user keyboard input.
- To go through the design, code, execute, refine process.
- To use the coding skills that they have encountered creatively in their own program.

Lime Class Objectives

Term

Summer 2

Unit 4.1: Coding

In this unit of work, children will learn...

- To review coding vocabulary.
- To use a sketch or storyboard to represent a program design and algorithm.
- To use the design to create a program.
- To introduce the If/else statement and use it in a program.
- To create a variable.
- To explore a flowchart design for a program with an if/else statement.
- To create a program which responds to the If/else command, using the value of the variable.
- To create a program with an object that repeats actions.
- To use the Repeat Until command to make objects repeat actions.
- To program an object to respond to user keyboard input.
- To make timers and counting machines using variables to print a new number to the screen every second.
- To explore how 2Code can be used to investigate control by creating a simulation.
- To know what decomposition and abstraction are in computer science.
- To take a real-life situation, decompose it and think about the level of abstraction.

Lilac Class Objectives

Term

Autumn 1

Unit 4.2 & 5.2: Online Safety

Unit 3.6: Branching Databases recap

In this unit of work, children will learn...

- To understand how pupils can protect themselves from online identity theft.
 - Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
 - To Identify the risks and benefits of installing software including apps.
 - To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
 - To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
 - To identify the positive and negative influences of technology on health and the environment.
 - To understand the importance of balancing game and screen time with other parts of their lives.
 - To gain a greater understanding of the impact that sharing digital content can have.
 - To review sources of support when using technology.
 - To review pupils' responsibility to one another in their online behaviour.
 - To know how to maintain secure passwords.
 - To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
 - To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
 - To learn about how to reference sources in their work .
 - To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
 - Ensuring reliability through using different methods of communication
- Branching Databases:**
- To sort objects using just 'yes' or 'no' questions.
 - To complete a branching database using 2Question.
 - To create a branching database of the pupils' choice.

Lilac Class Objectives

Term

Autumn 2

Unit 4.4: Writing for Audiences (recap)

Unit 5.7: Concept Maps

In this unit of work, children will learn...

Writing for Audiences:

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign

Concept Maps:

- To understand the need for visual representation when generating and discussing complex ideas.
- To introduce the idea of concept mapping and the need for it to be represented visually.
- To understand the connections and links between ideas.
- To understand and use the correct vocabulary when creating a concept map.
- To create a concept map.
- To understand how a concept map can be used to retell stories and information.
- To create a collaborative concept map and present this to an audience.

Lilac Class Objectives

Term

Spring 1

Unit 5.3: Spreadsheets Crash Course

In this unit of work, children will learn...

- To know what a spreadsheet looks like.
- To be able to navigate around a spreadsheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add a variety of data types to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To perform simple calculations.
- To use a spreadsheet to model a real-life problem.
- To use formulae to calculate area and perimeter of shapes.
- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the line graphing tool in 2Calculate with appropriate data.
- To interpret a line graph to estimate values between data readings.
- To use a spreadsheet to help plan a school cake sale.

Lilac Class Objectives

Term

Spring 2

Unit 5.3: Spreadsheets

In this unit of work, children will learn...

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the count tool to answer hypotheses about common letters in use.
- To use a spreadsheet to model a real-life problem
- To use formulae to calculate area and perimeter of shapes.
- To Learn to create formulae that use text variables.
- Calculate how many days in x amount of years.
- To use a spreadsheet to help plan a school cake sale.

Lilac Class Objectives

Term

Summer 1

Unit 5.1: Coding Crash Course

In this unit of work, children will learn...

- To explain what coding is.
- Introduction to the 2Code interface including the possible actions of character objects.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To create a program that responds to the 'if' command or the 'if/else' command
- To use selection within a program.
- To understand what a variable is in programming.
- To use a variable to create a visual timer.
- To explore number and string variables.
- To go through the design, code, execute, refine process.
- To use the coding skills that they have encountered creatively in their own program.
- To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.

Lilac Class Objectives

Term

Summer 2

Unit 5.1: Coding

In this unit of work, children will learn...

- To review coding vocabulary.
- To use a sketch or storyboard to represent a program design and algorithm.
- To use the design to create a program.
- To design and write a program that simulates a physical system.
- To review the use of number variables in 2Code.
- To explore text variables.
- To create a playable, competitive game.
- To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.
- To read code so that it can be adapted, personalised and improved.
- To explore the launch command and use buttons within a program that launch other programs or open websites.
- To create a program to inform others.

Turquoise Class Objectives

Term

Autumn 1

Unit 5.2 & 6.2: Online Safety/Unit 5.4: Databases

In this unit of work, children will learn...

- To gain a greater understanding of the impact that sharing digital content can have.
 - To review sources of support when using technology.
 - To review pupils' responsibility to one another in their online behaviour.
 - To know how to maintain secure passwords.
 - To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
 - To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
 - To learn about how to reference sources in their work
 - To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
 - Ensuring reliability through using different methods of communication
 - Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.
 - Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.
 - Identify the benefits and risks of giving personal information and device access to different software.
 - To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
 - To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
 - To begin to understand how information online can persist and give away details of those who share or modify it.
 - To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
 - To identify the positive and negative influences of technology on health and the environment.
- Databases:**
- To learn how to search for information in a database.
 - To contribute to a class database.
 - To create a database around a chosen topic.

Turquoise Class Objectives

Term

Autumn 2

Unit 5.7: Concept Maps (recap)

Unit 6.7: Quizzing

In this unit of work, children will learn...

Concept Maps:

- To understand the need for visual representation when generating and discussing complex ideas.
- To introduce the idea of concept mapping and the need for it to be represented visually.
- To understand the connections and links between ideas.
- To understand and use the correct vocabulary when creating a concept map.
- To create a concept map.
- To understand how a concept map can be used to retell stories and information.
- To create a collaborative concept map and present this to an audience.

Quizzing:

- To create a picture-based quiz for young pupils.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database. Are you smarter than a 10- (or 11-) year-old?
- To make a quiz to test your teachers or parents.

Turquoise Class Objectives

Term

Spring 1

Unit 6.3: Spreadsheets Crash Course

In this unit of work, children will learn...

- To know what a spreadsheet looks like.
- To be able to navigate around a spreadsheet and enter data.
- To learn new vocabulary related to spreadsheets.
- To add a variety of data types to a spreadsheet.
- To use the 'move cell' and 'lock' tools.
- To perform simple calculations.
- To use a spreadsheet to model a real-life problem.
- To use formulae to calculate area and perimeter of shapes.
- To use a spreadsheet to investigate the probability of the results of throwing many dice.
- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the line graphing tool in 2Calculate with appropriate data.
- To interpret a line graph to estimate values between data readings.
- Use a spreadsheet to calculate the discount and final prices in a sale.
- Create a formula to help work out the prices of items in the sale.

Turquoise Class Objectives

Term

Spring 2

Unit 6.3: Spreadsheets

In this unit of work, children will learn...

- To use a spreadsheet to investigate the probability of the results of throwing many dice.
- Use a spreadsheet to calculate the discount and final prices in a sale.
- Create a formula to help work out the prices of items in the sale.
- To use a spreadsheet to plan how to spend pocket money and the effect of saving money .
- To use a spreadsheet to plan a school charity day to maximise the money donated to charity.

Turquoise Class Objectives

Term

Summer 1

Unit 6.1: Coding Crash Course

In this unit of work, children will learn...

- To explain what coding is. Introduction to the 2Code interface including the possible actions of character, car and animal objects.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make objects repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To introduce If statements to allow selection in a program.
- To understand what a variable is in programming.
- To use a variable to create a visual timer.
- To explore number and string variables.
- To go through the design, code, execute, refine process.
- To use the coding skills that they have encountered creatively in their own program.
- To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.

Turquoise Class Objectives

Term

Summer 2

Unit 6.1: Coding

In this unit of work, children will learn...

- To review good planning skills.
- To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.
- To use variables within a game to keep track of the properties of objects.
- To use functions and understand why they are useful in 2Code.
- To debug a program and organise the code into tabs.
- To organise code into functions and Call functions to eliminate surplus code in the program.
- To explore the options for getting text input from the user in 2Code.
- How to include interactivity in programming.
- To use flowcharts to test and debug a program.
- To create a simulation of a room in which devices can be controlled.
- To explore how 2Code can be used to make a text-based adventure game.

Purple Class Objectives

Term

Autumn 1

Unit 5.4: Databases recap

Unit 6.2: Online Safety

In this unit of work, children will learn...

- To learn how to search for information in a database.
- To contribute to a class database.
- To create a database around a chosen topic.
- Identify benefits and risks of mobile devices broadcasting the location of the user/ device, e.g. apps accessing location.
- Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.
- Identify the benefits and risks of giving personal information and device access to different software.
- To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
- To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
- To begin to understand how information online can persist and give away details of those who share or modify it.
- To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
- To identify the positive and negative influences of technology on health and the environment.

Purple Class Objectives

Term

Autumn 2

Unit 6.7: Quizzing (recap) / Unit 6.4: Blogging

In this unit of work, children will learn...

Quizzing:

- To create a picture-based quiz for young pupils.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database. Are you smarter than a 10- (or 11-) year old?
- To make a quiz to test your teachers or parents.

Blogging:

- To identify the purpose of writing a blog.
- To identify the features of successful blog writing.
- To plan the theme and content for a blog.
- To understand how to write a blog.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand the importance of regularly updating the content of a blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.
- To peer-assess blogs against the agreed success criteria.

Purple Class Objectives

Term

Spring 1

Unit 6.3: Spreadsheets Crash Course

In this unit of work, children will learn...

To know what a spreadsheet looks like.

To be able to navigate around a spreadsheet and enter data.

To learn new vocabulary related to spreadsheets.

To add a variety of data types to a spreadsheet.

To use the 'move cell' and 'lock' tools.

To perform simple calculations.

To use a spreadsheet to model a real-life problem .

To use formulae to calculate area and perimeter of shapes.

To use a spreadsheet to investigate the probability of the results of throwing many dice.

To use formulae within a spreadsheet to convert measurements of length and distance.

To use the line graphing tool in 2Calculate with appropriate data.

To interpret a line graph to estimate values between data readings.

Use a spreadsheet to calculate the discount and final prices in a sale.

Create a formula to help work out the prices of items in the sale

Purple Class Objectives

Term

Spring 2

Unit 6.3: Spreadsheets

In this unit of work, children will learn...

- To use a spreadsheet to investigate the probability of the results of throwing many dice.
- Use a spreadsheet to calculate the discount and final prices in a sale.
- Create a formula to help work out the prices of items in the sale.
- To use a spreadsheet to plan how to spend pocket money and the effect of saving money.
- To use a spreadsheet to plan a school charity day to maximise the money donated to charity.

Purple Class Objectives

Term

Summer 1

Unit 6.1: Coding Crash Course

In this unit of work, children will learn...

- To explain what coding is.
- Introduction to the 2Code interface including the possible actions of character, car and animal objects.
- Tinkering with 2Code.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make objects repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To introduce If statements to allow selection in a program.
- To understand what a variable is in programming.
- To use a variable to create a visual timer.
- To explore number and string variables.
- To go through the design, code, execute, refine process.
- To use the coding skills that they have encountered creatively in their own program.
- To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.

Purple Class Objectives

Term

Summer 2

Unit 6.1: Coding

In this unit of work, children will learn...

- To review good planning skills.
- To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.
- To use variables within a game to keep track of the properties of objects.
- To use functions and understand why they are useful in 2Code.
- To debug a program and organise the code into tabs.
- To organise code into functions and Call functions to eliminate surplus code in the program.
- To explore the options for getting text input from the user in 2Code.
- How to include interactivity in programming.
- To use flowcharts to test and debug a program.
- To create a simulation of a room in which devices can be controlled.
- To explore how 2Code can be used to make a text-based adventure game.



E-Safety Curriculum

Year 1 - E-Safety Content

Autumn 1: What Technology Do We Use?	Autumn 2: Caring for Technology	Spring 1: Keeping it Private
<ul style="list-style-type: none"> • Technology is all around us and comes in different forms • We also use technology to communicate with each other and share information • Technology is used at home, school, for transport • Computers are a type of technology. • They can help us do things quickly, save information and keep in touch. • People in shops, factories, hospitals and schools use computers in lots of different ways to do different types of jobs. 	<ul style="list-style-type: none"> • Technology is often expensive • It is important to look after technology like computers • We shouldn't run with devices or computers • It is important that if we share a computer we behave respectfully and take turns so that items don't get damaged • Technology should be turned off when we are not using it 	<ul style="list-style-type: none"> • Many websites ask for information that is private • Private information is personal information which we don't always have to share • Personal information is information about you. This includes your name, address or telephone number. It can also be things such as your school, the type of job you do, the things you buy when you are shopping and what you like to do in your free time.
Spring 2: Sending Email	Summer 1: Concerns about Content	Summer 2: ABC Searching
<ul style="list-style-type: none"> • Email is used to communicate with real people within their schools, families and communities • Emails are a way of sharing information but we don't share private information or unkind messages • Emails are sent to an email address • The same email can be sent to many different people • Emails can have attachments which share more information 	<ul style="list-style-type: none"> • The internet is a network of computers so people can share information and keep in touch • The internet has lots of information and we can use it for lots of things • Not all content on the internet is true or accurate • Content online can be seen by everyone • We have to be responsible, respectful and kind users online just like in the classroom and playground • If you feel upset or hurt by something someone has said you must tell an adult 	<ul style="list-style-type: none"> • We can search for things using an internet browser • Internet sites use alphabetical listings to find things • Sequencing things in alphabetic order makes it easy to find

Year 2 - E-Safety Content

Autumn 1: SMART Rules for E-Safety	Autumn 2: Follow the Digital Trail	Spring 1: Staying Safe Online
<ul style="list-style-type: none"> • When we are using the internet we need to follow the smart rules to keep safe • We can remember the internet rules by remembering the acronym SMART <p>S - Keep your personal information safe M – Don't meet up with people that you meet online without an adult A – Think carefully about accepting things online (like emails or links) R – Not everything on the internet is true – it isn't always reliable T – tell an adult if something makes you upset or worried online</p>	<ul style="list-style-type: none"> • Information we put online leaves a digital footprint or 'trail' • This trail can be big or small, it can be helpful but also harmful • We need to be respectful about what we put on the internet • It is everyone's responsibility to look after the internet and we can do this in different ways • Everything put on the internet, stays on the internet so private information shouldn't be put up 	<ul style="list-style-type: none"> • You have a choice on whether to share private information online • Information on our computers can be kept private with a password • Stay safe online by choosing websites that are safe • Avoid sites that are not appropriate – always ask an adult • Only talk to people online that you trust
Spring 2: Screen Out the Mean	Summer 1: Concerns about Content	Summer 2: Sites I Like
<ul style="list-style-type: none"> • We need to be good digital citizens • It is important you respect other people and their views and tastes online and offline • Bullying is when someone is picked on by a person or group. Bullies might make fun of people who they think don't fit in. • Cyberbullying is online bullying • Tell a parent or adult 	<ul style="list-style-type: none"> • Children may be contacted by people that they have never met • Personal information like name, age or where you live should never be shared with an adult • If you are not sure, always tell an adult • If you are worried or feel sad about something has told you online, make sure you tell an adult • You should never meet up with someone who you have met online 	<ul style="list-style-type: none"> • We search for information using search engines • Not all websites are equally good sources of information • It is important to choose a site that has reliable and accurate information • An accurate website is one with true information • A reliable website is trustworthy • Only some websites are good for children • If you are not sure about a website always check with an adult

Year Three - E-Safety Content

Autumn 1: What is Great about the Internet?	Autumn 2: Powerful Passwords	Spring 1: Things for Sale Online
<ul style="list-style-type: none"> • The internet is a network of computers, connected around the world • The internet can offer access to almost limitless information • The internet can be used to unite a community 	<ul style="list-style-type: none"> • Passwords are used to keep our information protected • Strong passwords should not contain personal information and should contain a variety of characters • Sharing passwords could allow private information to be stolen 	<ul style="list-style-type: none"> • The internet is a great resource for finding information • Anyone can make a website so not all information is accurate • To verify information, check more than one webpage • It is important to check the information's source before using the information • If you see something for sale online, that's incredibly cheap, use your common sense and verify that the website is legitimate
Spring 2: Self-Image and Identity	Summer 1: Concerns about Content	Summer 2: How Search Engines Work
<ul style="list-style-type: none"> • The rules and expectations of behaviour online are similar to those offline (at school, at home or in public) • Cyber bullying is the act of using technology to intimidate or threaten others • Cyber bullying can be just as harmful, if not more so, than bullying • Being responsible for your own behaviour online will help others enjoy positive online experiences 	<ul style="list-style-type: none"> • The internet has a broad range of content aimed at a variety of audiences • There is lots of content online which is inappropriate for children • If a pupil is ever worried, uncomfortable or upset about what they see online, they must seek help and tell someone • Trusted adults are those over the age of 18, whom one has a good relationship with and who has your best interests in mind 	<ul style="list-style-type: none"> • The internet is an excellent tool for finding information • Search engines are programs which search the internet for key words • Web crawlers are automated programs that follow links from page to page • Algorithms are used to look for the most relevant pages • Results are then ranked based on many factors which are displayed to the user

Year 4 - E-Safety Content

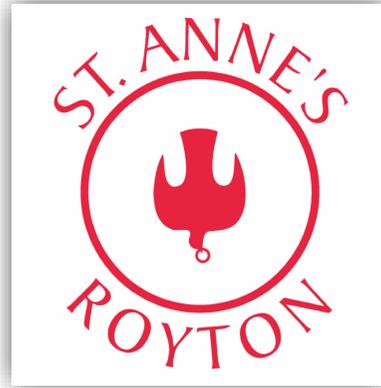
Autumn 1: How can we be a Good Friend Online?	Autumn 2: Private and Personal Information	Spring 1: Plagiarism
<ul style="list-style-type: none"> • It is important that respect online is similar to that of respect offline • Pupils are responsible for their conduct online • There are differences between online and offline communication which can lead to misunderstandings 	<ul style="list-style-type: none"> • Identity theft is the act of someone pretending to be another person by using their data • Personal information cannot be used to identify you directly as it is applicable to many other people (e.g. city, hair colour, favourite band etc.) • Private information can identify a person individually and should not be shared • Identity theft can be prevented by not sharing private information online 	<ul style="list-style-type: none"> • Plagiarism is the copying of one's work and presenting it as your own • If you are caught plagiarising, it can lead to serious consequences • It is fine to use the work of others as long as you cite it
Spring 2: Tackling Cyberbullying	Summer 1: Concerns about Content	Summer 2: Keywords and Searching
<ul style="list-style-type: none"> • Cyber bullying is the act of using technology to intimidate or threaten others • Where possible, get evidence and take screenshots of cyberbullying • It is important not to reply or be rude to cyberbullies • Telling an adult straight away is the best way to deal with cyberbullying • There is a difference between cyberbullying and a one-time occurrence 	<ul style="list-style-type: none"> • Children may be contacted by people that they have never met • Personal information should never be disclosed to strangers • An offline friend is someone that you can share certain secrets with • An online friend is someone who you may have fun with online but is not someone who you should share secrets with • If a pupil is ever worried, uncomfortable or upset about what they see online, they must seek help and tell someone 	<ul style="list-style-type: none"> • Choosing words carefully will increase the accuracy of searches and allow pupils to access more relevant information • Keywords are the words which will increase the accuracy of your search • Too few words and your search will be too broad Too many words and your search will be too narrow

Year Five - E-Safety Content

<p>Autumn 1: How can we Connect with Respect?</p>	<p>Autumn 2: Strong Passwords</p>	<p>Spring 1: Online Rights and Responsibilities</p>
<ul style="list-style-type: none"> • When connecting online, it is important to respect others as you would when you are offline. • Messages can be misunderstood/ misinterpreted online. • It is important to use a friendly approach when communicating online. • Which of our school values can we demonstrate here? 	<ul style="list-style-type: none"> • Passwords are important, they protect yourself and your computer online. • They should not include personal information. • Discuss features that contribute to making a strong password. • How to keep passwords safe. 	<ul style="list-style-type: none"> • A right is a legal entitlement you have. With every right you have a responsibility. • A responsibility is a moral obligation to behave correctly towards something/someone. • Just as you have rights and responsibilities in life, you have them online too. • You have a right to use the internet, but you also have the responsibility to use it with respect for others.
<p>Spring 2: Self-Image and Identity</p>	<p>Summer 1: Concerns about Content</p>	<p>Summer 2: Reliability of Online Content</p>
<ul style="list-style-type: none"> • By posting your personal details online, people can save it and may use it in an intimidating manner. • Strangers might also use this information to contact you in real life. • It is safer to use display names instead of real names when referring to yourself or your friends and family. • Use tools to create avatar or distort images to protect real identity. 	<ul style="list-style-type: none"> • The internet provides a wide range of content. • Some of it is inappropriate for children. • Certain content can be blocked from your computer by editing your settings and using child friendly search engines. • If you see something mean online report it, block the person and tell a parent or another trusted adult. • Do not respond to anything you do not feel comfortable with. 	<ul style="list-style-type: none"> • You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. • To find reliable information compare at least three different websites, check in books and talk to someone about what you have found. • If you use a few different websites to find information and they all say the same thing, it is most likely to be true. • Websites found at the top of a search are often more popular but not always the most useful. • It is worth checking the date that the website was written, who wrote it and whether it appears to be biased.

Year Six - E-Safety Content

Autumn 1: Social Media	Autumn 2: Privacy Rules	Spring 1: Using Technology in Public
<ul style="list-style-type: none"> • Social media are websites and applications that enable users to create and share content with others. • Age restrictions on social media are different to each other. • Personal information should never be posted on social media. • Avoid making contact strangers as people are not always who they say they are online. 	<ul style="list-style-type: none"> • Most online services offer some safety features that can help you manage access to age-inappropriate content, report concerns or protect privacy. • It is important to know how to use the tools on the sites and online services. • Always keep your privacy settings on to avoid people from saving your details and hacking your account. • You may report any issues you encounter online. 	<ul style="list-style-type: none"> • It is a lot of fun to be in touch with the world around us using technology, but are you using it safely and responsibly? • Using technology safely is to know what information to share online. • Using technology respectfully is to think before posting harmful information.
Spring : Cyberbullying—Let's Fight it Together	Summer 1: Concerns about Content	Summer 2: Fake News
<ul style="list-style-type: none"> • Cyberbullying is also known as online bullying. • Bullying is something done on purpose and happens more than once. • Cyberbullying is the use of technology to tease, humiliate, threaten or harass someone. • Do not respond to these messages. It makes matters worse. • Always keep evidence of these offences. Take screenshots or copy and save the text. • Block the person and tell an adult immediately. 	<ul style="list-style-type: none"> • You might come into contact daily with strangers online, this does not mean they are your friends. • Never agree to meet or chat privately to strangers. • If a stranger makes you feel worried or uncomfortable, tell an adult immediately. 	<ul style="list-style-type: none"> • Not everything on the internet is true. • Always research a topic on more than one network. • Ask an adult if you are unsure about online content • If you're not sure about it, do not copy it.



Coverage of Themes

Coverage of Themes

(E-Safety Throughout)

Yellow Class						
Autumn 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Autumn 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks

Coverage of Themes

(E-Safety Throughout)

Green Class						
Autumn 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Autumn 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks

Coverage of Themes

(E-Safety Throughout)

Blue Class						
Autumn 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Autumn 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Spring 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 1						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks
Summer 2						
Coding and Computational Thinking	Spreadsheets	Internet and Email	Art and Design	Databases and Graphing	Writing and Presenting	Communication and Networks

Coverage of Themes

(E-Safety Throughout)

Orange Class				
Autumn 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Autumn 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting

Coverage of Themes

(E-Safety Throughout)

Lime Class				
Autumn 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Autumn 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting

Coverage of Themes

(E-Safety Throughout)

Lilac Class				
Autumn 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Autumn 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting

Coverage of Themes

(E-Safety Throughout)

Turquoise Class				
Autumn 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Autumn 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting

Coverage of Themes

(E-Safety Throughout)

Purple Class				
Autumn 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Autumn 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Spring 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 1				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting
Summer 2				
Coding and Computational Thinking	Spreadsheets	Internet and Email	Databases and Graphing	Writing and Presenting