






	Summer 1 2021	Summer 2 2021	Autumn 1 2021	Autumn 2 2021	Spring 1 2022	Spring 2 2022
EYFS	<p><i>By the end of the Foundation Stage most children will:</i></p> <ul style="list-style-type: none"> • <i>Show an interest in ICT</i> • <i>Know how to operate simple equipment</i> • <i>Complete a simple program on the computer and / or perform simple functions on ICT equipment</i> • <i>Find out about and identify the uses of everyday technology and use information and communication toys to support their learning.</i> 					
	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Key Experiences:	<p>Use a variety of electronic toys in play situations, e.g., dance mats, Bee-Bots, and remote control toys, using basic directional language.</p> <p>Explore toys that simulate control devices, e.g. traffic lights, scanner, microwave, cash tills, with the intention of finding out how it works.</p> <p>Control simple games on-screen using the arrow keys.</p> <p>Compare real life and virtual situations, e.g., colour in a shape, dress teddy.</p>	<p>Use different forms of electronic 'online' communication in free play, e.g., email, mobile phones, hand-held devices, walkie-talkies, sound recording devices.</p> <p>Explore simple web-based communication tools with adult support</p> <p>Participate in simple video conferencing and webcam activities with adult help.</p>	<p>Use a shortcut such as an icon on the desktop to navigate to a specific website.</p> <p>Explore a teacher-selected website or apps to find a desired page, using hyperlinks and navigation buttons.</p>	<p>Develop mouse control through simple activities on-screen including click-and-drag, drag-and-drop.</p> <p>Begin to use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.</p> <p>Use a keyboard in writing.</p> <p>Use a paint program or interactive whiteboard software to make marks using simple tools, including changing brushes, fill, colour, and stamps, to communicate their ideas.</p>	<p>Collect information, e.g., by taking photographs or collecting objects.</p> <p>Begin to sort, classify or group various objects progressing from practical activities to the use of ICT, e.g., practically sorting fruit into colours, types or shapes, and then on-screen.</p> <p>Use ICT to sort and sequence objects on a screen or interactive whiteboard.</p> <p>Produce simple pictograms with help.</p>	<p>Interact and explore their environment using multimedia equipment, including digital cameras, video cameras, microscopes, webcams, etc to capture still and moving images.</p> <p>With help, play back captured still or moving images, becoming familiar with the control buttons, e.g., using play, stop and pause.</p>


 Computing Coverage	Summer 1 2021	Summer 2 2021	Autumn 1 2021	Autumn 2 2021	Spring 1 2022	Spring 2 2022
Year 1	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 1.7 2Code	Unit 1.9 Technology Outside School	Unit 1.1 Exploring Purple Mash		Unit 1.3 Pictograms Unit 1.8 Spreadsheets	Unit 1.6 Animated Story Books
Year 1	I can explain that an algorithm is a set of instructions. I know that an algorithm written for a computer is called a program. I know that if something doesn't work it is because my code is incorrect. I can try and fix my code if it is not working properly. I can say what might happen in a program. For example, where the BeeBot might go.	I can name devices that can be used to search the internet. I understand what counts as personal information. I can keep my personal information safe.	I can talk about websites I have been on. I can keep my login information safe.	I can record sound. I can capture video. I can discuss which sounds and videos to keep and which to delete.	I know that pictures give information. I can say what a pictogram is showing. I can input data into a program.	I can add pictures and text to a program. I can change content on a file such as text and images. I can save my work in a safe place.
Digital Literacy (eAWARE)	Private Information <i>Private or Not</i>	Positive Communication <i>Nice Messages</i>	Passwords <i>Creating a strong password</i>	Friends <i>What makes a good friend</i>	Time Online <i>Things I like to do</i>	Digital Footprint <i>Safe or Not</i>
Year 1	I can name devices that can be used to search the internet. I understand what counts as personal information. I can keep my personal information safe.					

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Year 2	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 2.1 Coding	Unit 2.2 Online Safety	Unit 2.5 Effective Searching	Unit 2.8 <i>Presenting Ideas</i>	Unit 2.3 Spreadsheets Unit 2.4 Questioning	Unit 2.7 Making Music
Year 1	<p>I can explain that an algorithm is a set of instructions.</p> <p>I know that an algorithm written for a computer is called a program.</p> <p>I know that if something doesn't work it is because my code is incorrect.</p> <p>I can try and fix my code if it is not working properly.</p> <p>I can say what might happen in a program. For example, where the BeeBot might go.</p>	<p>I can name devices that can be used to search the internet.</p> <p>I understand what counts as personal information.</p> <p>I can keep my personal information safe.</p>	<p>I can talk about websites I have been on.</p> <p>I can keep my login information safe.</p>	<p>I can record sound.</p> <p>I can capture video.</p> <p>I can discuss which sounds and videos to keep and which to delete.</p>	<p>I know that pictures give information.</p> <p>I can say what a pictogram is showing.</p> <p>I can input data into a program.</p>	<p>I can add pictures and text to a program.</p> <p>I can change content on a file such as text and images.</p> <p>I can save my work in a safe place.</p>
Year 2	<p>I can explain that an algorithm is a set of instructions to complete a task.</p> <p>I know I need to plan my algorithm carefully so it will work.</p> <p>I can find and correct error in my program.</p> <p>I can predict that will happen in a program.</p>	<p>I can share work and communicate electronically.</p> <p>I can see where technology is used in school.</p>	<p>I can find information I need using a search engine.</p> <p>I can find information using specific searches.</p> <p>I know the consequences of not searching online safely.</p>	<p>I can capture video.</p> <p>I can arrange my video clips to create a short film.</p> <p>I can add a title and credits.</p>	<p>I can organise data – for example using a database.</p> <p>I can organise information – for example using a spreadsheet.</p>	<p>I can edit digital data such as data in music composition.</p> <p>I can name, save and find my work.</p> <p>I can include photos, text and sound in my creations.</p>
Digital Literacy (eAWARE)	Private Information <i>My Private Information</i>	Positive Communication <i>Positive Poster</i>	Passwords <i>Password Rules</i>	Friends <i>My Online Community</i>	Time Online <i>How long am I online</i>	Digital Footprint <i>My Footprint</i>
Year 1	<p>I can name devices that can be used to search the internet.</p> <p>I understand what counts as personal information.</p> <p>I can keep my personal information safe.</p>					
Year 2	<p>I can recognise online behaviours that are unkind and unfair.</p> <p>I can consider other peoples' feelings when posting on the internet.</p> <p>I know how to report unkind behaviour and things that upset me online.</p>					

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Year 3	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 3.1 Coding	Unit 3.5 Email	Unit 3.2 Online Safety		Unit 3.6 Branching Databases Unit 3.8 Graphing	Unit 3.9 Presenting
Year 2	<p>I can explain that an algorithm is a set of instructions to complete a task.</p> <p>I know I need to plan my algorithm carefully so it will work.</p> <p>I can find and correct error in my program.</p> <p>I can predict that will happen in a program.</p>	<p>I can share work and communicate electronically.</p> <p>I can see where technology is used in school.</p>	<p>I can find information I need using a search engine.</p> <p>I can find information using specific searches.</p> <p>I know the consequences of not searching online safely.</p>	<p>I can capture video.</p> <p>I can arrange my video clips to create a short film.</p> <p>I can add a title and credits.</p>	<p>I can organise data – for example using a database.</p> <p>I can organise information – for example using a spreadsheet.</p>	<p>I can edit digital data such as data in music composition.</p> <p>I can name, save and find my work.</p> <p>I can include photos, text and sound in my creations.</p>
Year 3	<p>I can design an algorithm carefully, thinking about what I want it to do.</p> <p>I can identify an error in my program and fix it.</p> <p>I can experiment with timers in my program.</p> <p>I can identify 'if' statements, repetition and variables.</p> <p>I can read programs with several steps and predict what it will do.</p>	<p>I can identify different ways that the internet can be used for communication.</p> <p>I can use email to respond to others appropriately and attach files.</p> <p>I can use communication tools respectfully and use good etiquette.</p>	<p>I can create a secure password.</p> <p>I understand the importance of having a secure password.</p> <p>I can use a search engine to find a range of media.</p> <p>I understand the importance of safe searching.</p>	<p>I can capture video for a purpose.</p> <p>I can choose which clips to keep and which to discard.</p> <p>I can trim and arrange clips to convey meaning.</p>	<p>I can collect data and put it into software.</p> <p>I can present data and information using a range of software.</p> <p>I can analyse data.</p>	<p>I can add media to a presentation.</p> <p>I can change the layout of a slide.</p> <p>I can use animations in a presentation.</p> <p>I can add transitions to a presentation.</p>
Digital Literacy (eAWARE)	Photos <i>Consent</i>	Cyberbullying <i>Cyberbullying Scenarios</i>	Passwords <i>Password Checklist</i>	Friends <i>Chatting Online</i>	Time Online <i>Screen vs Non-Screen</i>	Things <i>not always as they seem</i>
Year 2	<p>I can recognise online behaviours that are unkind and unfair.</p> <p>I can consider other peoples' feelings when posting on the internet.</p> <p>I know how to report unkind behaviour and things that upset me online.</p>					
Year 3	<p>I understand the importance of keeping safe online and behaving respectfully.</p> <p>I know how to report my concerns and worries to a trusted adult.</p> <p>I can explain the negative consequences of not keeping personal information safe.</p>					

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Year 4	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 4.1 Coding	Unit 4.4 Writing for different audiences	Unit 4.2 Online Safety Unit 4.7 Effective Search		Unit 4.3 Spreadsheet	Unit 4.9 Making Music
Year 3	I can design an algorithm carefully, thinking about what I want it to do. I can identify an error in my program and fix it. I can experiment with timers in my program. I can identify 'if' statements, repetition and variables. I can read programs with several steps and predict what it will do.	I can identify different ways that the internet can be used for communication. I can use email to respond to others appropriately and attach files. I can use communication tools respectfully and use good etiquette.	I can create a secure password. I understand the importance of having a secure password. I can use a search engine to find a range of media. I understand the importance of safe searching.	I can capture video for a purpose. I can choose which clips to keep and which to discard. I can trim and arrange clips to convey meaning.	I can collect data and put it into software. I can present data and information using a range of software. I can analyse data.	
Year 4	I can use repetition in my code. I can use timers within my program designs more accurately. I can use variables within my program and know how to change the value or variables. I can identify errors in my code using different methods. I can red programs that involve several steps and predict the outcomes with increasing accuracy.	I can work collaboratively to create content and solutions. I can share digital content using a variety of applications.	I understand the purpose of a search engine and the features within it. I can look at information on a webpage and make predictions about its accuracy. I can demonstrate how to use different online services safely.	I can record quality video. I can trim and arrange clips for a specific purpose. I can add titles, credits, slide transitions and special effects.	I can sort and organise information. I can use data in a spreadsheet to create a graph.	I can create my own simple rhythm. I can create a simple melodic pattern. I can experiment with pitch, rhythm and melody to create a short piece of music.
Digital Literacy (eAWARE)	Self-Image <i>Perfection</i>	Cyberbullying <i>Cyberbullying Poster</i>	Passwords <i>Password Scenarios</i>	Friends <i>My Identity</i>	Time Online <i>My Time Online</i>	Fake News <i>What is Fake News?</i>
Year 3	I understand the importance of keeping safe online and behaving respectfully. I know how to report my concerns and worries to a trusted adult. I can explain the negative consequences of not keeping personal information safe.					
Year 4	I can demonstrate how to use different technologies safely. I know I have a right to privacy both on and offline. I recognise that my wellbeing can be affected by how I use technology. I can report with ease any concerns with content and contact online.					

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Year 5	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 5.1 Coding	Unit 5.7 Concept Maps	Unit 5.2 Online Safety		Unit 5.3 Spreadsheets	Unit 5.6 3D Modelling
Year 4	<p>I can use repetition in my code.</p> <p>I can use timers within my program designs more accurately.</p> <p>I can use variables within my program and know how to change the value or variables.</p> <p>I can identify errors in my code using different methods.</p> <p>I can red programs that involve several steps and predict the outcomes with increasing accuracy.</p>	<p>I can work collaboratively to create content and solutions.</p> <p>I can share digital content using a variety of applications.</p>	<p>I understand the purpose of a search engine and the features within it.</p> <p>I can look at information on a webpage and make predictions about its accuracy.</p> <p>I can demonstrate how to use different online services safely.</p>	<p>I can create my own simple rhythm.</p> <p>I can create a simple melodic pattern.</p> <p>I can experiment with pitch, rhythm and melody to create a short piece of music.</p>	<p>I can sort and organise information.</p> <p>I can use data in a spreadsheet to create a graph.</p>	
Year 5	<p>I can test and debug programs as I work.</p> <p>I can use sequence, selection, repetition and some other coding structures in my code.</p> <p>I can organise my code carefully for example, naming variables and using tabs.</p> <p>I can use logical methods to identify the cause of my bug.</p>	<p>I can use the most appropriate form of online communication according to the digital content.</p> <p>I can use collaborative modes to work with others and share content.</p>	<p>I can search precisely when using a search engine.</p> <p>I can explain in detail how accurate, safe and reliable the content is on a webpage.</p> <p>I know the importance of computer networks and how they help solve problems and enhance communication.</p>	<p>I can plan a multi-scene animation.</p> <p>I can adjust the number of photographs taken and the playback rate to improve the quality of my animation.</p> <p>I can edit and refine my animation.</p>	<p>I can collect data and enter it accurately into different programmes.</p> <p>I can create a formula.</p>	<p>I can create a 3D representation of an object.</p> <p>I can use the tools available to design for a purpose.</p> <p>I can change the viewpoint angle of my 3D model.</p>
Digital Literacy (eAWARE)	Self-Image <i>Body Image</i>	Cyberbullying <i>What to do</i>	Passwords <i>What makes a good password?</i>	Privacy <i>Positives vs Negatives</i>	Time Online <i>Positives vs Negatives</i>	Fake News <i>Truth or lie</i>
Year 4	<p>I can demonstrate how to use different technologies safely.</p> <p>I know I have a right to privacy both on and offline.</p> <p>I recognise that my wellbeing can be affected by how I use technology.</p> <p>I can report with ease any concerns with content and contact online.</p>					
Year 5	<p>I recognise the main dangers that ca be perpetuated via computer networks.</p> <p>I can demonstrate the safe and respectful use of different technologies.</p> <p>I always relate appropriate online behaviours to my right to have personal privacy.</p> <p>I know how to not let my mental wellbeing be affected by the use of online technologies.</p>					

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Year 6	Programming	Communication	Computer Networks	Creativity	Productivity	Creativity
Purple Mash Unit	Unit 6.1 Coding	Unit 6.4 Blogging	Unit 6.6 Networks		Unit 6.3 Spreadsheets	
Year 5	<p>I can test and debug programs as I work.</p> <p>I can use sequence, selection, repetition and some other coding structures in my code.</p> <p>I can organise my code carefully for example, naming variables and using tabs.</p> <p>I can use logical methods to identify the cause of my bug.</p>	<p>I can use the most appropriate form of online communication according to the digital content.</p> <p>I can use collaborative modes to work with others and share content.</p>	<p>I can search precisely when using a search engine.</p> <p>I can explain in detail how accurate, safe and reliable the content is on a webpage.</p> <p>I know the importance of computer networks and how they help solve problems and enhance communication.</p>	<p>I can plan a multi-scene animation.</p> <p>I can adjust the number of photographs taken and the playback rate to improve the quality of my animation.</p> <p>I can edit and refine my animation.</p>	<p>I can collect data and enter it accurately into different programmes.</p> <p>I can create a formula.</p>	
Year 6	<p>I can turn a computer programming task into an algorithm.</p> <p>I can decompose the important aspects of programming task in a logical way.</p> <p>I can test and debug my program as I work on it.</p> <p>I can identify a specific line of code that is causing a problem and attempt a fix.</p>	<p>I can design and make my own online blogs.</p> <p>I can consider the intended audience carefully when I design and make digital content.</p>	<p>I can use filters when searching for content.</p> <p>I can compare a range of digital content sources and rate them in terms of quality, accuracy and content.</p> <p>I can explain in detail how accurate and reliable a webpage and its content is.</p>	<p>I can storyboard and capture videos for a purpose.</p> <p>I can plan for the use of special effects and transitions.</p> <p>I can and edit video to improve the quality of my outcome.</p> <p>I can export my video.</p>	<p>I can create a spreadsheet to answer questions and solve problems.</p> <p>I can use a range of formula for a purpose.</p>	<p>I can use transitions and animations to improve the quality of my presentation.</p> <p>I can include sounds and moving graphics in the slides.</p> <p>I can present to a large group or class using notes I have made</p>
Digital Literacy (eAWARE)	Self-Image <i>Naked Images</i>	Cyberbullying <i>My Pledge</i>	Passwords <i>Top Tips</i>	Privacy <i>Staying Safe</i>	Time Online <i>The Big Debate</i>	Gaming <i>Keeping Safe</i>
Year 5	<p>I recognise the main dangers that can be perpetuated via computer networks.</p> <p>I can demonstrate the safe and respectful use of different technologies.</p> <p>I always relate appropriate online behaviours to my right to have personal privacy.</p> <p>I know how to not let my mental wellbeing be affected by the use of online technologies.</p>					
Year 6	<p>I can demonstrate safe and respectful use of a range of different technologies.</p> <p>I can recognise more discrete inappropriate behaviours online.</p> <p>I can use critical thinking to help me stay safe online.</p> <p>I know the value of protecting my privacy online.</p>					