



Curriculum plan- Computing

Year 1 & 2 Cycle A	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Digital Literacy</p> <p>https://www.commonsense.org/education/digital-citizenship/curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf</p>	<p>Media balance is important</p> <p>How do we find a happy balance between our online and offline activities?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils learn to explore websites and to say whether they like them or not and why <p>Skills from NC:</p> <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies 	<p>Pause for people</p> <p>How do you say goodbye to technology when you don't want to?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils learn to explore websites and to say whether they like them or not and why <p>Skills from NC:</p> <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies 	<p>Safety in my online neighbourhood</p> <p>How do you go places safely online?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils are introduced to the basics of online searching -Pupils learn to explore websites and to say whether they like them or not and why <p>Skills from NC:</p> <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies



<p>Computer science</p>	<p>Bee-bots https://www.barefootcomputing.org/primary-computing-resources Progression of Skills: -Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination -Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>	<p>Apps (Daisy the Dino, Bee-bot App, Kodable) Progression of Skills: -Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>	<p>Binary numbers- unplugged activities https://csunplugged.org/en/topics/binary-numbers/unit-plan/ Progression of Skills: -Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure -Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>
<p>ICT</p>	<p>Pages (iPads) Progression of Skills: -Pupils learn to use basic word processing package and to write and illustrate a short story -Pupils learn to create a simple digital painting Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Communication and Presentation Puppetpals - creating a setting of a story- begin to record and explain the story. Progression of Skills: - Pupils learn to make simple presentations - Pupils learn to create a simple digital painting - Pupils learn to make a simple animation for instance in Puppet Pals Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Photography- Chatterkids Progression of Skills: - Pupils learn to use digital cameras and microphones for a purpose -Pupils learn to create a simple digital painting Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>



Year 1 & 2 Cycle B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Digital https://www.commonsense.org/education/digital-citizenship/curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf</p>	<p>Pause and think online How can we be safe, responsible and respectful online? Progression of skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils learn to explore websites and to say whether they like them or not and why Skills from NC: -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p>	<p>How technology makes you feel Why is it important to listen to your feelings when using technology? Progression of skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils learn to explore websites and to say whether they like them or not and why Skills from NC: -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p>	<p>Internet traffic light How do you stay safe when visiting a website or an app? Progression of skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not -Pupils are introduced to the basics of online searching -Pupils learn to explore websites and to say whether they like them or not and why Skills from NC: -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p>



<p>Computer science</p>	<p>Bee-bots (barefootcomputing.org) Progression of Skills: -Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination -Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>	<p>Apps (Daisy the Dino, Bee-bot App, Kodable) Progression of Skills: -Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>	<p>Kidbots- unplugged activities https://csunplugged.org/en/topics/kidbots/unit-plan/ Progression of Skills: -Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure -Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Skills from NC: -understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs</p>
<p>ICT</p>	<p>Music, Sound and Animation – sock puppets Progression of Skills: - Pupils learn to make a simple animation for instance in Puppet Pals - Pupils learn to use digital cameras and microphones for a purpose Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Communication and Presentation (Video-iMovie) Progression of Skills: - Pupils learn to create a simple digital painting - Pupils learn to use digital cameras and microphones for a purpose Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Photography- MOLDIV (adding text, effects) Progression of Skills: - Pupils learn to use digital cameras and microphones for a purpose -Pupils learn to create a simple digital painting Skills from NC: -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>



Year 3 & 4 Cycle A	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>https://www.commonsense.org/education/digital-citizenship/curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf</p>	<p>Device free moments Why is it important that we have device free moments in our lives?</p> <p>Your rings of responsibility How do digital citizens take responsibility for themselves, their community and world?</p> <p>Progression of skills: -Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p> <p>-Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p> <p>-Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>That's private! What kinds of information should I keep to myself when I use the internet?</p> <p>Password Power-up How can a strong password help with security?</p> <p>Progression of Skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>-Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</p> <p>-Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>This is me How does what I post online affect my identity?</p> <p>Our online tracks How does our online activity affect the digital footprints of ourselves and others?</p> <p>Progression of Skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>-Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</p> <p>-Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p> <p>-Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Computer science	<p>Scratch/ Scratch Junior Animation (code-it.co.uk)</p> <p>Progression of Skills:</p>	<p>MS PowerPoint- hyperlinks within presentations</p> <p>Progression of Skills:</p>	<p>Swift Playground*</p> <p>Progression of Skills: - Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular</p>



	<ul style="list-style-type: none"> - Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern - Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint -Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon - Pupils create a simple game using a graphical language such as Kodu or Scratch <p>Skills from NC:</p> <ul style="list-style-type: none"> - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> -Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint <p>Skills from NC:</p> <ul style="list-style-type: none"> - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>2D shapes. Pupils add loops or procedures to create a repeating pattern</p> <ul style="list-style-type: none"> -Pupils create a simple game using a graphical language such as Kodu or Scratch <p>Skills from NC:</p> <ul style="list-style-type: none"> - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
ICT	<p>Pages (iPads)*</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> - Pupils learn how to use software to create an e-book, brochure or poster on a given subject -Pupils learn how to take, adapt or create images to enhance or further develop their work <p>Skills from NC:</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Communication and Presentation- What makes a good YouTube video?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> - Pupils learn to write and deliver a presentation on a given subject - Pupils learn how to develop a storyboard and then create a simple animation using for instance ‘Puppet Pals’ or ‘Stop Motions’ Animation’ - Pupils learn how to develop a storyboard and then create a simple animation using for instance ‘Puppet Pals’ or ‘Stop Motions’ Animation’ <p>Skills from NC:</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Internet research and communication</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> - Pupils learn to search, sort and graph information -Pupils learn to write and deliver a presentation on a given subject <p>Skills from NC:</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



Year 3 & 4 Cycle B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Digital Literacy https://www.commonsense.org/education/digital-citizenship/curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf	<p>Our digital citizenship pledges What makes a strong online community? Keeping games fun and friendly How can I be positive and have fun while playing games online, and help others do the same?</p> <p>Progression of Skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge -Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment -Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others -Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour;</p>	<p>The power of words What should you do when someone uses mean or hurtful language on the internet? Be a super digital citizen How can we be upstanders when we see cyberbullying?</p> <p>Progression of Skills: -Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information -Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment -Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others -Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Is seeing believing? Why do people alter digital photos and videos? A creator's rights and responsibilities What rights and responsibilities do you have as a creator?</p> <p>Progression of Skills: -Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge -Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p> <p>Skills from NC: - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>



	<p>identify a range of ways to report concerns about content and contact</p>		
Computer science	<p>Apps (Lightbot, A.L.E.X, Cargo-bot) Progression of Skills: -Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern -Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint Skills from NC: - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Scratch/ Scratch Junior Progression of Skills: - Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern - Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint -Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon - Pupils create a simple game using a graphical language such as Kodu or Scratch Skills from NC: - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Control (microbits)* Progression of Skills: - Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern - Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint -Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon - Pupils create a simple game using a graphical language such as Kodu or Scratch Skills from NC: - design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts -use sequence, selection and repetition in programs - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
ICT	<p>Music and Sound- Chromebook apps Progression of Skills: - Pupils record and edit media to create a short sequence Skills from NC: - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Communication and Presentation (video-iMovie, clips)* Progression of Skills: - Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation - Pupils record and edit media to create a short sequence Skills from NC: - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Data Handling and Modelling (Spreadsheets, graphs and charts- MS Excel) Progression of Skills: - Pupils learn to search, sort and graph information Skills from NC: - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>



Year 5 & 6 Cycle A	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Digital Literacy</p> <p>https://www.commonsense.org/education/digital-citizenship/curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCES_Education_for_a_Connected_World.pdf</p>	<p>You won't believe this!</p> <p>What is clickbait and how can you avoid it?</p> <p>Don't feed the phish</p> <p>How can you protect yourself from phishing?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online - Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information - Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising <p>Skills from NC:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact - use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content 	<p>Beyond gender stereotypes</p> <p>How do gender stereotypes shape our experience online?</p> <p>Who are you online?</p> <p>What are the benefits and drawback of presenting yourself in different ways online?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world - Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information - Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile <p>Skills from NC:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Is it cyberbullying?</p> <p>What is cyberbullying and what can you do to stop it?</p> <p>Digital Drama unplugged</p> <p>How can you deescalate digital drama so it doesn't go too far?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question - Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world - Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture <p>Skills from NC:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact



<p>Computer science</p>	<p>Tynker- Dragon Blast https://www.tynker.com/dashboard/student/#/home Progression of Skills: -Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu Skills from NC: -design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Hour of code resources Progression of Skills: -Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu Skills from NC: -design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Pencil Code- draw https://pencilcode.net/ Progression of Skills: - Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu Skills from NC: - design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p>ICT</p>	<p>Publishing (MS Word, MS Publisher, Strip designer) Progression of Skills: -Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media -Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project Skills from NC: -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Adobe Spark* Progression of Skills: -Pupils learn to write and deliver a presentation, incorporating a range of media -Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals’ or ‘Stop Motions Animation’ - this may be extended by editing the final product in using video editing software Skills from NC: -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Data Handling and Modelling (Spreadsheets- MS Excel) Progression of Skills: -Pupils learn to search, sort and graph information -Pupils learn how to use a spreadsheet to model data Skills from NC: -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>



Year 5 & 6 Cycle B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Digital Literacy</p> <p>https://www.commonsense.org/education/digital-citizenship/curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCES_Education_for_a_Connected_World.pdf</p>	<p>Finding my media balance</p> <p>What does media balance mean for me?</p> <p>Finding balance in a digital world</p> <p>How do we balance digital media use in our life?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world - Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile <p>Skills from NC:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Digital friendships</p> <p>How do you keep online friendships safe?</p> <p>Chatting safely online</p> <p>How do you chat safely with people online?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question - Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world - Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information - Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture - Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile <p>Skills from NC:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Reading news online</p> <p>What are the important parts of an online news article?</p> <p>Finding credible news</p> <p>How do we find credible information on the internet?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online - Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information - Pupils learn the ‘do’s and don’ts’ of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people’s creations by giving them credit - Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information - Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising <p>Skills from NC:</p>



			<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact - use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
Computer science	<p>Apps (Lightbot, A.L.E.X, Cargo-bot)</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> --Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu <p>Skills from NC:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Swift Playground*</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> --Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu <p>Skills from NC:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Kodu</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> --Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works -Pupils create a computer game, using a graphical language such as Scratch or Kodu <p>Skills from NC:</p> <ul style="list-style-type: none"> -design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts -use sequence, selection and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
ICT	<p>Music and Sound- Adobe Spark</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> -Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software <p>Skills from NC:</p> <ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Communication and Presentation (video- radio station)*</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> -Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals’ or ‘Stop Motions Animation’ - this may be extended by editing the final product in using video editing software - Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software <p>Skills from NC:</p>	<p>Data Handling and Modelling (Spreadsheets, graphs and charts- MS Excel)</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> -Pupils learn to search, sort and graph information -Pupils learn how to use a spreadsheet to model data <p>Skills from NC:</p> <ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,



		<p>--select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>including collecting, analysing, evaluating and presenting data and information</p>
--	--	---	--