

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>EYFS Computing</u>	<u>Technology around us</u>					
<u>Objectives</u>	• Class computer • Introduction of learning pads • What is a computer? What is a mouse? What is a keyboard? • Digital drawing and painting on learning pads • Introduction to google maps – link with Geography • Introduction to google – researching a question					
<u>EYFS Online Safety</u>	<u>Self-Image & Identity</u>	<u>Online relationships</u>	<u>Online bullying</u>	<u>Online information</u>	<u>Health, Wellbeing and lifestyle</u>	<u>Privacy & Security</u>
<u>Objectives</u>	- I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	- I can recognise some ways that the internet can be used to communicate	- I can describe some ways people can be unkind online	- I can explain how information could be found online	- I can name some ways to stay safe and healthy online	- I can name some of my personal information and know who I can share this with
<u>Jigsaw PSHE Coverage</u>	Celebrating difference L6 – standing up for yourself	-	-	-	-	-
<u>Year 1 Computing</u>	<u>Technology around us</u>	<u>Digital Painting</u>	<u>Moving a robot</u>	<u>Grouping data</u>	<u>Digital writing</u>	<u>Animations</u>

<u>Objectives</u>	- identify technology - identify a computer and its main parts - to use a mouse and keyboard - To create rules for using technology responsibly	- To describe what different freehand tools do - To use the shape and line tool - To paint a digital picture - To make comparisons between digital and paper	- Explain what a given command will do - Combine forwards and backwards commands - Combine four direction commands to make sequences - To plan a simple program	- Identify objects can be counted - Describe objects in different ways - Compare groups of objects - Answer questions about groups of objects	- Add and remove text on a computing - To change the look of text on a computing - Explain why I used the tools - Compare typing on a computer to writing on paper	- Choose a command for a given purpose - Show that series of commands can be joined together - Explain that each sprite has its own instruction - To use my algorithm to create a program
<u>Year 1</u> <u>Online Safety</u>	<u>Self-Image & identify</u>	<u>Online relationships</u>	<u>Online reputation</u>	<u>Online bullying</u>	<u>Managing online information</u>	<u>Health, wellbeing & lifestyle</u>
	- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	- I can explain why it is important to be kind and respectful online	- I can describe what information should not be put online	- I can describe how to behave online so that it does not upset others	- I know how to tell a trusted adult if I see something online that upsets me	- I can explain rules to keep myself safe when online
<u>Jigsaw PSHE Coverage</u>	-	Relationships L4 – people who help us	-	Celebrating difference L3&4 - bullying	Relationships L4 – people who help us	Healthy Me Learning about the internet

<u>Year 2 Computing</u>	<u>IT around us</u>	<u>Digital photography</u>	<u>Robot algorithms</u>	<u>programs</u>	<u>Digital music</u>	<u>Programming quizzes</u>
<u>Objectives</u>	- Identify uses of IT in school - Explain how IT helps us - Explain how to use IT safely	- Use a digital device to take a photograph - Describe what makes a good photograph - Use tools to change an image	- Describe a series of instructions as a sequence - Explain what happens when we change the order of instructions - Design an algorithm - Create and debug a program	- Count and compare objects using tally charts - Create a pictogram - Select objects by attribute and make comparisons - Explain ways we can present information using a computer	- Identify patterns in music - Experiment with sound using a computer - Use a computer to create a musical pattern	- Explain that a sequence of commands has a start - Create a program using a given design - Create a program using my own design - Decide how my project can be improved
<u>Year 2 Online safety</u>	<u>Self-image & identify</u>	<u>Online relationships</u>	<u>Online reputation</u>	<u>Online bullying</u>	<u>Managing information online</u>	<u>Privacy and security</u>
<u>Objectives</u>	- I can explain how other people may look and act differently online and offline	- I can explain how I have the right to say 'no' or 'I will have to ask someone'	- I can explain how information put online about someone can last a long time	- I can explain what bullying is and how it can make others feel	- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)

Year 3 Computing	<u>Connecting computers</u>	<u>Stop-frame animation</u>	<u>Sequencing sounds</u>	<u>Branching databases</u>	<u>Desktop publishing</u>	<u>Events and Actions in programs</u>
<u>Objectives</u>	- Explain how digital devices function - Recognise how they can change the way we work - Explain how a computer network can be used to share information - Recognise the physical components of a computer network	- Explain that animation is a sequence of drawings or photographs - To plan an animation - Identify the need to work consistently and carefully - Review and improve an animation	- Explore a new programming environment - Identify that commands have an outcome - Recognise that a sequence of commands can have an order - Create a project from a task description	- To create questions with yes/no answers - Create a branching database - Explain why it is helpful for a database to be well structured - Independently create an identification tool	- Recognise that text and layout can be edited - Choose appropriate page settings - Add content to a desktop publishing publication - Consider how different layouts can suit different purposes	- Explain how a sprite moves in an existing project - Create a program to move a sprite in four directions - Develop my program by adding features - To design and create a maze-based challenge
Year 3 Online Safety	<u>Self-image & identity</u>	<u>Online relationships</u>	<u>Online bullying</u>	<u>Managing online information</u>	<u>Health, wellbeing & lifestyle</u>	<u>Privacy & Security</u>
<u>Objectives</u>	- I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar;	- I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	- I can give examples of how bullying behaviour could appear online and how someone can get support.	- I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us	- I can explain why some online activities have age restrictions, why it is important to follow	- I can give reasons why someone should only share information with people they choose to and can trust. I can

	social media) and why.			feel sad, uncomfortable, worried or frightened.	them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable	explain that if they are not sure or feel pressured then they should tell a trusted adult.
<u>Jigsaw PSHE Coverage</u>	Online reputation Relationships L3 – keeping myself safe online	-	Relationships L3 – keeping myself safe online	-	-	-
<u>Year 4 Computing Curriculum</u>	<u>The Internet</u>	<u>Audio production</u>	<u>Repetition in shapes</u>	<u>Data logging</u>	<u>Photo editing</u>	<u>Repetition in games</u>
<u>Objectives</u>	- Describe how networks physically connect to other networks - Recognise how networked devices make up the internet - Describe how websites and context can be added and access on the WWW	- Identify that sound can be recorded - Explain that audio recordings can be edited - Recognise different parts of creating a podcast project - Apply audio editing skills independently	- Identify that accuracy in programming is important - Create a program in a text-based language - Explain what repeat means and modify a count-	- Explain that data gathered over time can be used to answer questions - Use a digital device to collect data automatically - Recognise how a computer	- Explain that the composition of digital images can be changed - Explain that colours can be changed - Explain how cloning can be used - Combine images for a purpose	- Develop the use of count-controlled loops in a different programming environment - Explain that there are infinite loops and count controlled loops

	- Evaluate the consequences of unreliable content		controlled loop - Create a program to produce a given outcome	can help us analyse data - Use data from sensors to answer questions		- Develop a design that includes two or more loops which run at the same time - Create a project that includes repetition
Year 4 Online safety	<u>Self-image & identity</u>	<u>Online relationships</u>	<u>Online reputation</u>	<u>Online bullying</u>	<u>Health, Wellbeing & lifestyle</u>	<u>Privacy & Security</u>
<u>Objectives</u>	- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	- I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	- I can describe strategies for keeping personal information private, depending on context.
Year 5 Computing Curriculum	<u>Systems and searching</u>	<u>Video production</u>	<u>Selection in physical computing</u>	<u>Flat-file databases</u>	<u>Introduction to vector graphics</u>	<u>Selection in quizzes</u>

<u>Objectives</u>	- To explain that computers can be connected together to form systems - To recognise the role of computer systems in our lives - Experiment with search engines - Describe how search engines select results and why the order of results is important	- Explain what makes a video effective - Capture video using a range of techniques - Create a storyboard - Consider the impact of choices when making and sharing video	- Control a simple circuit connected to a computer - Write a program that includes count-controlled loops - Explain that a loop can stop when a condition is met - Create a program that controls a physical computing project	- Use a form to record information - Compare paper and computer-based databases - Explain that a computer program can be used to compare data visually - Use a real-world database to answer questions	- Identify that drawing tools can be used to produce different outcomes - Create a vector drawing by creating shapes - To recognise that vector drawings consist of layers	- Explain how selection is used in computer programs - Relate that a conditional statement connects a condition to an outcome - Explain how selection directs the flow of a program - To design a program which uses selection
<u>Year 5 Online Safety</u>	<u>Self-image & identity</u>	<u>Online relationships</u>	<u>Online reputation</u>	<u>Online bullying</u>	<u>Health, wellbeing & lifestyle</u>	<u>Managing online information</u>
<u>Objectives</u>	- I can explain how identity online can be copied, modified or altered.	- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	- I can describe ways that information about anyone online can be used by others to make judgments about an	- I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	- I can explain how and why some apps and games may request or take payment for additional content	- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.

			individual and why these may be incorrect		(e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	
<u>Jigsaw PSHE Coverage</u>		Relationships L2-6 – Online safety	Relationships L2-6 – online safety	Relationships L2 – being in an online community	Relationships L2-6 – online safety	Relationships L2-6 – online safety
PCSO Workshops – staying safe online, safeguarding and age of criminal responsibility						
<u>Year 6 Computing Curriculum</u>	<u>Communication and collaboration</u>	<u>Web page creation</u>	<u>Variables in games</u>	<u>Spreadsheets</u>	<u>3D Modelling</u>	<u>Sensing movement</u>
<u>Objectives</u>	- Explain the importance of internet addresses - Recognise how data is transferred across the internet - Evaluate ways of working together online - Recognise how we communicate	- To review an existing website and consider its structure - Plan features of a web page - Consider ownership and use of images - Recognise the need to preview pages	- To define a variable as something that is changeable - Choose how to improve a game by using variables - Design a project that builds on a given example	- Create a dataset in a spreadsheet - Explain that formulas can be used to produce calculated data - Apply formulas to data - Create a spreadsheet	- Recognise ways you can work in 3D on a computer - Identify that digital 3D objects can be modified - Create a 3D model - Create my own 3D	- Create a program to run on a controllable device - Explain that selection can control the flow of a program - To update a variable with a user input - Use a conditional

	using technology		- Use my design to create a project	to plan an event	digital model	statement to compare a variable to a value
Year 6 Online Safety	Self-image & identity	Online relationships	Online reputation	Online bullying	Managing online information	Health, wellbeing & lifestyle
Objectives	- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	- I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	- I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	- I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	- I can identify, flag and report inappropriate content.	- I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
Jigsaw PSHE Coverage	Relationships L1 – recognising me L2-6 – online safety	Relationships L5-6 – online safety	Relationships L6 – using technology responsibly	Celebrating difference L4 – Why bully?	Relationship L5 – real or fake? Privacy & security Relationships L6 – using technology responsibly	
PCSO workshop – online safety, safeguarding and age of criminal responsibility						