

Year 1					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To log in safely and understand why that is important.</p> <p>To create an avatar and to understand what this is and how it is used.</p> <p>To be able to create a picture and add their own name to it.</p> <p>To start to understand the idea of 'ownership' of creative work.</p> <p>To save work to the My Work area and understand that this is private space.</p> <p>To learn how to find saved work in the Online Work area.</p>	<p>To introduce e-books and the 2Create a Story tool.</p> <p>To add animation to a story.</p> <p>To add sound to a story, including voice recording and music the children have composed.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To share e-books on a class display board.</p>	<p>To understand what instructions are and predict what might happen when they are followed.</p> <p>To use code to make a computer program.</p> <p>To understand what object and actions are.</p> <p>To understand what an event is.</p> <p>To use an event to control an object.</p> <p>To begin to understand how code executes when a program is run.</p> <p>To understand what backgrounds and objects are.</p>	<p>To know what a spreadsheet program looks like.</p> <p>To locate 2Calculate in Purple Mash.</p> <p>To enter data into spreadsheet cells.</p> <p>To use 2Calculate image tools to add clipart to cells.</p> <p>To use 2Calculate control tools: lock, move cell, speak and count</p>	<p>To sort items using a range of criteria.</p> <p>To begin to think logically about the steps of a process.</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>To introduce the term 'algorithm' to describe logically following a process.</p> <p>To understand that data can be represented in picture format.</p> <p>To contribute to a class pictogram.</p> <p>To use a pictogram to record the results of an experiment.</p>	<p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</p> <p>To follow and create simple instructions on the computer.</p> <p>To consider how the order of instructions affects the result</p> <p>To understand the functionality of the direction keys.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of an algorithm.</p>

<p>To start to add pictures and text to work.</p> <p>To understand the importance of logging out when they have finished.</p>		<p>To plan and make a computer program.</p>			<p>To understand how to change and extend the algorithm list.</p> <p>To create a longer algorithm for an activity</p>
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Year 2					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To know how to refine searches using the Search tool.</p> <p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we should talk to others in an online situation.</p>	<p>To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic. To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p>	<p>To understand what an algorithm is.</p> <p>To create a computer program using an algorithm. To create a program using a given design.</p> <p>To understand the collision detection event.</p> <p>To understand that algorithms follow a sequence.</p> <p>To design an algorithm that follows a timed sequence.</p> <p>To understand that different objects have different properties.</p>	<p>To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</p> <p>To learn how to copy and paste in 2Calculate.</p> <p>To use the totalling tools.</p> <p>To use a spreadsheet for money calculations.</p> <p>To use the 2Calculate equals tool to check calculations.</p> <p>To use 2Calculate to collect data and produce a graph.</p>	<p>To learn about data handling tools that can give more information than pictograms.</p> <p>To use yes/no questions to separate information.</p> <p>To construct a binary tree to identify items.</p> <p>To use 2Question (a binary tree database) to answer questions.</p> <p>To use a database to answer more complex search questions.</p> <p>To use the Search tool to find information.</p>	<p>To understand the terminology associated with searching.</p> <p>To gain a better understanding of searching on the Internet.</p> <p>To create a leaflet to help someone search for information on the Internet.</p>

<p>To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p>		<p>To understand what different events do in code.</p> <p>To understand the function of buttons in a program.</p> <p>To understand and debug simple programs.</p>			
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Year 3					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To know what makes a safe password.</p> <p>To learn methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience.</p> <p>To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p>	<p>To consider what simulations are.</p> <p>To explore a simulation.</p> <p>To analyse and evaluate a simulation.</p>	<p>To understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>To understand that there are different types of timers and select the right type for purpose.</p> <p>To understand how to use the repeat command.</p> <p>To understand the importance of nesting.</p> <p>To design and create an interactive scene</p>	<p>To use the symbols more than, less than and equal to, to compare values.</p> <p>To use 2Calculate to collect data and produce a variety of graphs.</p> <p>To use the advanced mode of 2Calculate to learn about cell references</p>	<p>To sort objects using just 'yes' or 'no' questions.</p> <p>To complete a branching database using 2Question.</p> <p>To create a branching database of the children's choice</p>	<p>To think about different methods of communication.</p> <p>To open and respond to an email using an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p> <p>07.06.24</p> <p>To understand the uses of PowerPoint.</p> <p>To create a page in a presentation.</p> <p>To add media to a presentation.</p>

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Year 4					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To understand how children can protect themselves from online identity theft.</p> <p>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p>	<p>To discuss what makes a good animated film or cartoon.</p> <p>To learn how animations are created by hand.</p> <p>To find out how animation can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations.</p> <p>To be introduced to 'stop motion' animation.</p> <p>To share animation on the class display board and by blogging</p>	<p>To begin to understand selection in computer programming.</p> <p>To understand how an IF statement works.</p> <p>To understand how to use co-ordinates in computer programming.</p> <p>To understand the 'repeat until' command.</p> <p>To understand how an IF/ELSE statement works.</p> <p>To understand what a variable is in programming.</p> <p>To use a number variable.</p>	<p>To format cells as currency, percentage, decimal to different decimal places or fraction.</p> <p>To use the formula wizard to calculate averages.</p> <p>To combine tools to make spreadsheet activities such as timed times tables tests.</p> <p>To use a spreadsheet to model a real-life situation.</p> <p>To add a formula to a cell to automatically make a calculation in that cell.</p>	<p>To format cells as currency, percentage, decimal to different decimal places or fraction.</p> <p>To use the formula wizard to calculate averages.</p> <p>To combine tools to make spreadsheet activities such as timed times tables tests.</p> <p>To use a spreadsheet to model a real-life situation.</p> <p>To add a formula to a cell to automatically make a calculation in that cell.</p>	<p>To understand the different parts that make up a computer.</p> <p>To recall the different parts that make up a computer.</p> <p>07.06.24</p> <p>To discuss what makes a good animated film or cartoon.</p> <p>To learn how animations are created by hand.</p> <p>To find out how animation can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations.</p>

<p>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p>		<p>To create a playable game</p>			<p>To be introduced to 'stop motion' animation.</p> <p>To share animation on the class display board and by blogging</p>
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Year 5					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children’s responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and</p>	<p>To be introduced to 2Design and Make and the skills of computer aided design.</p> <p>To explore the effect of moving points when designing.</p> <p>To design a 3D Model to fit certain criteria.</p> <p>To refine and print a model.</p>	<p>To begin to simplify code.</p> <p>To create a playable game.</p> <p>To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To know what decomposition and abstraction are in computer science.</p> <p>To a take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To understand how to use friction in code.</p>	<p>To use formulae within a spreadsheet to convert measurements of length and distance.</p> <p>To use the count tool to answer hypotheses about common letters in use.</p> <p>To use a spreadsheet to model a real-life problem.</p> <p>To use formulae to calculate area and perimeter of shapes.</p> <p>To create formulae that use text variables.</p>	<p>To learn how to search for information in a database.</p> <p>To contribute to a class database.</p> <p>To create a database around a chosen topic.</p> <p>07.05.24 – 09.05.24</p> <p>To plan a game.</p> <p>To design and create the game environment.</p> <p>To design and create the game quest.</p> <p>To finish and share the game.</p> <p>To self and peer evaluate.</p>	<p>To understand how a device can be programmed to be used as a game controller.</p> <p>To explore the functions available for the Purple Chip and appraise their uses.</p> <p>To create a simple quiz program that can be answered using an external device.</p> <p>To create a program in which an external device can be used to monitor real world conditions.</p>

<p>inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>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.</p> <p>To ensure reliability through using different methods of communication.</p>		<p>To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variables types are and how they are used differently.</p> <p>To understand how to create a string.</p> <p>To understand what concatenation is and how it works.</p>			
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Year 6					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>To identify secure sites by looking for privacy seals of approval.</p> <p>To identify the benefits and risks of giving personal information.</p> <p>To review the meaning of a digital footprint.</p> <p>To have a clear idea of appropriate online behaviour.</p> <p>To begin to understand how information online can persist.</p> <p>To understand the importance of</p>	<p>To find out what a text adventure is.</p> <p>To use 2Connect to plan a story adventure.</p> <p>To make a story-based adventure using 2Create a Story.</p> <p>To read and understand given code for a text adventure game.</p> <p>To debug and improve a text adventure game.</p>	<p>To design a playable game with a timer and a score.</p> <p>To plan and use selection and variables.</p> <p>To understand how the launch command works.</p> <p>To use functions and understand why they are useful.</p> <p>To understand how functions are created and called.</p> <p>To use flowcharts to create and debug code.</p> <p>To create a simulation of a room in which devices can be controlled.</p>	<p>To know what a spreadsheet looks like.</p> <p>To navigate and enter data into cells.</p> <p>To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.</p> <p>To demonstrate how the use of Excel can save time and effort when performing calculations.</p> <p>To use a spreadsheet to model a real life situation.</p> <p>To demonstrate how Excel can make complex data clear by manipulating the way it is presented.</p>	<p>To learn about what the Internet consists of.</p> <p>To find out what a LAN and a WAN are.</p> <p>To find out how the Internet is accessed in school.</p> <p>To research and find out about the age of the Internet.</p> <p>To think about what the future might hold.</p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of a successful blog.</p> <p>To plan the theme and content for a blog.</p>	<p>To examine how whole numbers are used as the basis for representing all types of data in digital systems.</p> <p>To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</p> <p>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p>

<p>balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p>		<p>To understand how user input can be used in a program.</p> <p>To understand how 2Code can be used to make a text-adventure game.</p>	<p>To create a variety of graphs in Excel.</p> <p>To apply spreadsheet skills to solving problems.</p>	<p>to understand how to write a blog and a blog post.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p>	
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