



Computing – A Progression of Knowledge & Skills					
Year group	term	topic	skills	knowledge	
YN	aut	Me & My Family	Unit Composite: To explore a range of technology and electronic toys		
			To explore the purpose of icons and buttons on toys.		
			To use a variety of electronic toys in play situations. To show an interest in technological toys by exploring the different features (pulleys, buttons etc).		
	Communication and Language To be able to express a point of view. (in relation to playing games or toys they like) Vocabulary pull, push, move, forwards, backwards.				
	spr	Me & My World	Unit Composite: Playing and analysing computer games: To know and model how toys work.		
			To use a variety of electronic toys in play situations. To sort and categorise items using technology. To explore the purpose of icons and buttons on toys. To explore toys that simulate control devices (examples - traffic lights, microwaves, cash tills).	To know how toys work.	
Communication and Language To be able to express a point of view. (in relation to playing games or toys they like) Vocabulary I like, I dislike, buttons, press, on and off, move, sideways					
sum	Me Growing Up	Unit Composite To know, model and explain how toys and simple technology work			
		To use a variety of electronic toys in play situations. To sort and categorise items using technology.	To explain the purpose of icons and buttons on toys. To understand the difference between safe and unsafe.		





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		<p>To be able to use touchscreen to complete age appropriate activities. (examples completing interactive games on whiteboard using purple mash, busy things or topmarks).</p> <p>To explore toys that simulate control devices (examples - traffic lights, microwaves, cash tills).</p>	
<p>Communication and Language</p> <p>Vocabulary Instruction, touchscreen, buttons, group, safe, unsafe, dangerous</p>			

Year group	term	topic	skills	knowledge
YR	aut	Me & My Family	<p>Unit Composite</p> <p>To understand the purpose of features of different technologies.</p>	
			<p>To show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images</p>	<p>To understand the difference between safe and unsafe.</p> <p>To know that you need to ask an adult before using technology.</p> <p>To know that information can be retrieved from computers (examples - google, youtube)</p>
<p>Communication and Language</p> <p>Vocabulary: dangerous, computers, Information, keyboard, buttons, touchpad, touchscreen, sound, light, picture, screen</p>				
YR	spr	Me & My World	<p>Unit Composite</p> <p>Playing and analysing computer games: To know and understand what computers can be used for (examples: doing work, searching for things, watching videos and playing games)</p>	
			<p>To be able to sequence and order events/ instructions.</p> <p>To use ICT hardware to interact with age appropriate computer software</p> <p>To navigate web pages and online games using buttons and hyperlinks. (Example - Understanding what play and pause does and icons on a game)</p> <p>To make technology work by pressing different features to achieve an intended outcome. (to make a sound, to move an object, to create an image)</p>	





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		To select and use technology for different purposes.	
		Communication and Language To connect one idea or action to another using a range of connectives. Vocabulary steps, worried, choices, links, choose, sound, image, object, create, choice	
		Unit Composite ELG: To offer explanations about why things might happen (example if you press the button what do you think will happen)	
	sum	Me Growing Up To be able to use touchpad to complete age appropriate activities. (Examples - Completing games on interactive whiteboard - using purplemash, busythings etc). To be able to enter a simple password. (Example logging into chromebook) To know how to access learning online. Example - Using google classroom to access links and learning.	To know the impact of good and bad choices.
		Communication and Language Vocabulary This happened... because... then..., password, Safety, Google Classroom, Click	





Year group	term	topic	skills	knowledge
Y1	aut	On ce Up on a Tim e	<p>Digital research</p> <p>To identify key features of real world publications (English: text types)</p> <p>To compare digital resources to traditional books (history link)</p> <p>Digital publishing and presentation</p> <p>To enter, revise and edit text using a real or on-screen keyboard (logging in)</p> <p>Digital media</p> <p>To explore the tools in a painting program to make a picture (Purple Mash/traditional tales)</p> <p>To record ourselves speaking using devices (story buttons/storyboards)</p>	
			<p>Unit Composite Using Technology Safely</p> <p>To know how to be safe online.</p>	
			<p>Term 1: Using technology safely – staying safe online</p> <p>To describe some of the ways that you can communicate online</p> <p>To explain the difference between public and private</p>	<p>Autumn 1: Using technology safely – staying safe online</p> <p>To know the difference between personal and private information</p> <p>To know the difference between a stranger and a trusted adult</p> <p>To know who to ask for help when online</p>
			<p>Unit Composite Coding and Programming</p> <p>To understand how to use stack command blocks for direction, distance and turn to achieve a given outcome.</p>	
			<p>Autumn 2: Coding: series of lessons</p> <p>To break down familiar processes into a flow diagram using a template</p> <p>To control an onscreen character or robot using simple commands</p>	<p>Autumn 2: Coding: series of lessons</p> <p>To know that instructions can be organised into a sequence and that order is important</p>





		<p>To arrange simple instructions in a sequence to achieve an outcome</p> <p>To combine commands with direction, distance and turn to achieve an outcome</p> <p>To predict & then test the outcome of a list of instructions</p> <p>To use stacked command blocks to correctly sequence a program</p>	
<p>Vocabulary – online safety</p> <p>communicate, online, public, private, device</p> <p>Vocabulary – coding</p> <p>order, sequence, steps, instructions, command</p>			
spr	Ani ma l Kin gd om	<p>Digital media</p> <p>To describe the content of photos (science)</p> <p>Digital publishing and presentation</p> <p>To search using keywords</p> <p>Digital research</p> <p>To explore websites to find useful information</p>	
		<p>Unit Composite</p> <p>Playing and analysing computer games: To create a simple drag and drop game with a specific theme which includes images and text.</p>	
		<p>Spring 1: Playing and analysing games computer games</p> <p>To compare a digital game to the 'real' version</p> <p>To play simple click, drag and drop computer games</p> <p>To drag and drop items on screen to create a representation/scene.</p>	<p>Spring 1: Playing and analysing games computer games</p> <p>To know that computer games have been created by an author</p> <p>To describe how to play a familiar online game</p>
		<p>Spring 2: Coding computer games</p> <p>To use simple digital tools to make a simple digital activity.</p>	<p>Spring 2: Coding computer games</p>





		<p>To create a simple interactive activity - e.g drag and drop</p> <p>To add images to a publication from clipart library.</p> <p>To enter, revise and edit text using a real or onscreen keyboard.</p>	
		<p>Vocabulary - Computer Games</p> <p>touchpad, digital, instructions, menu, character, drag and drop, clipart, image, interactive, text, publish</p>	
		<p>Digital media</p> <p>To take a digital photo of their own choice and subject (trip)</p> <p>To make digital animations</p>	
		<p>Unit Composite Real World Technology</p> <p>To identify different types of everyday technology and begin to understand how they work.</p>	
		<p>Summer 1: Real world technology</p> <p>To locate switches and buttons on a range of familiar devices</p> <p>To talk about what they like and dislike about familiar technology</p> <p>To explain how we use our senses to explore the world around us</p>	<p>Summer 1: Real world technology</p> <p>To know that computers can be connected to communicate</p> <p>To identify familiar devices that use a microchip</p> <p>To understand simple on screen displays of data logger (take photos of CO2 monitor in class at different times of day)</p>
		<p>Unit Composite Using Technology Safely</p> <p>To compare being unkind online and being unkind in school or at home.</p>	
		<p>Summer 2: Using technology safely – being respectful and responsible online</p> <p>To identify situations where on-screen requests need checking</p>	<p>Summer 2: Using technology safely – being respectful and responsible online</p> <p>To know that it is important to be respectful when communicating online</p>
		<p>Vocabulary - Real world technology</p> <p>technology, device, connect, electronic, automatic, sensor</p>	
		<p>Vocabulary - Using Technology Safely</p>	
sum	We Love London		





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			rules, information, stranger, friend, respect, difference, kind, unkind, frustrated
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Year group	term	topic	skills	knowledge
Y2	aut		Digital media To use painting tools to create images (D&T)	
			Digital research To navigate websites and online tools	
		Fire ! Fire !	Unit Composite Using Technology Safely To understand the importance of keeping private information private and the dangers of speaking to strangers online.	
			Autumn 1: Using technology safely – staying safe online To explain the difference between public and private and identify private information To make a list of personal information they should not reveal	Autumn 1: Using technology safely – staying safe online To understand some of the dangers of talking to strangers online.
			Unit Composite Coding and Programming To write multiple lines of code to achieve a given outcome using knowledge about sequencing and algorithms.	
Autumn 2: Coding – series of lessons To break down familiar processes into a flow diagram using a template To sequence instructions to achieve an outcome To control an onscreen character or robot using simple commands for direction, distance and turn to achieve an outcome To predict & then test the outcome of a list of instructions To begin to use simple repeat loops to make programs more efficient	Autumn 2: Coding – series of lessons To explain that an algorithm is a set of instructions leading to an outcome To know that instructions can be organised into a sequence and that order is important To know that a list of instructions we give to a computer is called a program			





		<p>Vocabulary – online safety</p> <p>internet, password, private, personal, stranger, information</p> <p>Vocabulary – coding</p> <p>algorithm, break down, block commands, repeat, loop, efficient, predict</p>	
spr	Se cre t Ga rde n	<p>Digital media</p> <p>To take a photo for a purpose (local area)</p> <p>To create and play back simple video clips of themselves (PE, Poetry Slam)</p>	
		<p>Unit Composite</p> <p>Playing and analysing computer games: To use technology purposefully to create, organise, manipulate and retrieve digital content.</p>	
		<p>Spring 1: Playing and analysing games computer games</p> <p>To begin to use a mouse, touchscreen or trackpad accurately. to select simple tools.</p> <p>To play a simple drag and drop game</p>	<p>Spring 1: Playing and analysing games computer games</p> <p>To know that computer games have been created by an author</p>
		<p>Spring 2: Coding computer games</p> <p>To create a simple drag and drop game with a specific theme</p> <p>To describe how to make and play a simple online game</p> <p>To write a program that involves several characters/outcomes</p> <p>To publish a simple story using text and pictures</p>	<p>Spring 2: Coding computer games</p> <p>To know that instructions can be organised into a sequence and that order is important</p> <p>To know that a list of instructions we give to a computer is called a program</p>
		<p>Vocabulary</p> <p>interactive, test, sequence, errors</p>	
sum	Pro ud of Po pla f	<p>Digital data</p> <p>To create pictograms using software</p> <p>To answer questions using data collected from peers</p>	





<p>Unit Composite Real World Technology</p> <p>To understand how technology is connected and the impact it has had on our lives.</p>	
<p>Summer 1: Real world technology</p> <p>To discuss how technology has changed our lives</p> <p>To talk about how familiar tech helps us</p> <p>To express an opinion about how technology has changed our lives</p> <p>To use a data logger to measure/record external conditions in an investigation</p>	<p>Summer 1: Real world technology</p> <p>To know that connected computers and devices send messages to each other</p> <p>To identify where internet connections are in class</p> <p>To know that some devices store instructions in a memory</p> <p>To understand that some devices & machines have sensors like our own senses</p>
<p>Unit Composite Using Technology Safely</p> <p>To talk about and know the importance of being kind to others online</p>	
<p>Summer 2: Using technology safely – being respectful and responsible online</p> <p>To identify situations where on-screen requests need checking</p> <p>To explain how they would ask a trusted adult for help or advice.</p>	<p>Summer 2: Using technology safely – being respectful and responsible online</p> <p>To know that it is important to be respectful when communicating online</p>
<p>Vocabulary - Real world technology</p> <p>communicate, network, server, device, server</p> <p>Vocabulary - Using Technology Safely</p> <p>share, respect uncomfortable, pause</p>	





Year group	term	topic	skills	knowledge
Y3	aut	Invaders & Settlers	<p>Digital media</p> <p>To record an event with a series of digital photos (science: magnets)</p> <p>To select and use copy and paste tools to edit a painting/image (science: earth and space)</p> <p>Digital publishing and presentation</p> <p>To add appropriate transitions or animations to slides in a presentation</p>	
			<p>Unit Composite Using Technology Safely</p> <p>To understand and explain why sending and receiving messages can be dangerous</p>	
			<p>Autumn 1: Using technology safely – staying safe online</p> <p>To describe some differences between private and public communication</p>	<p>Autumn 1: Using technology safely – staying safe online</p> <p>To know what a digital footprint is</p>
			<p>Unit Composite Coding and Programming</p> <p>To use a programming platform that stores program to write a program that involves several characters/outcomes</p>	
			<p>Autumn 2: Coding – series of lessons</p> <p>To know that a program is a type of algorithm that computers use</p> <p>To break down familiar problems into precise instructions</p> <p>To suggest ways to make a code more efficient</p> <p>To identify the key features of different programming platforms and compare them</p> <p>To work with a partner to debug shared programs</p>	<p>Autumn 2: Coding – series of lessons</p> <p>To know that events can be used to make a program interactive</p>





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		<p>To use a repeat command to make programs more efficient</p> <p>To use a program that stores program</p>	<p>To know that a program can be broken down into smaller parts to reduce the number of bugs</p> <p>To know that the repeat commands can be used to make programs more efficient</p> <p>To know that some programming platforms store code</p>
		<p>Vocabulary – Using Technology Safely</p> <p>communicate, digital footprint, messaging</p> <p>Vocabulary – coding</p> <p>program, compare,bug, debugging, symbol, memory, stored</p>	
spr	Su per Hu ma ns	<p>Digital research</p> <p>To use search tools within websites and digital libraries (researching history)</p>	<p>Digital research</p> <p>To know how to look at the creator/author of a website (researching history, eg, Boudicca: Roman vs Celtic)</p>
		<p>Unit Composite</p> <p>Playing and analysing computer games:</p> <p>To use events to add interactivity to a program for a simple game</p>	
		<p>Spring 1: Playing and analysing games computer games</p> <p>To identify the key features and structure of a game</p> <p>To create interactive games using simple events and triggers</p> <p>To evaluate a simple game</p>	<p>Spring 1: Playing and analysing games computer games</p> <p>To know that the structure of a game will affect interactivity and playability</p>
		<p>Spring 2: Coding computer games</p> <p>To use conditional code to write a program with choice</p>	<p>Spring 2: Coding computer games</p> <p>To understand what an event is when part of a single computer program</p>





		<p>To write a program that involves several characters/outcomes</p>	<p>To know what a conditional command is in coding</p>
		<p>Vocabulary</p> <p>code, errors, interactivity, playability, conditional</p>	
sum	Rai nfo rest Exp lor ers	<p>Digital media</p> <p>To create a simple digital musical composition or soundscape (music)</p> <p>To shoot a digital video clip to record an event or process (science: growing plants and flowers)</p> <p>Digital research</p> <p>To select digital resources to answer questions</p> <p>To use search, sort and filter tools within a prepared database to answer questions (maths: data handling)</p> <p>Digital data</p> <p>To identify and correct errors in a set of prepared data (maths: data handling)</p> <p>To create bar charts with software</p>	
		<p>Unit Composite</p> <p>Real World Technology</p> <p>To know how computer networks work using wifi and describe how digital systems are used in a variety of real life situations</p>	
		<p>Summer 1: Real world technology</p> <p>To describe the use of digital systems in real life situations</p> <p>To describe how we interact with different tech</p> <p>To identify a range of simple sensors that control everyday devices (movement, sound etc.)</p> <p>To use a data logger to take readings in an investigation</p>	<p>Summer 1: Real world technology</p> <p>To know that computers are connected into networks using cables and WiFi</p> <p>To know that the World Wide web is made from content stored online</p> <p>To know that there are advantages in using computers and tech</p>





		Unit Composite To explain how to respond to hurtful comments and cyberbullying	
		Summer 2: Staying safe online – being respectful and responsible To describe the SMART rules for staying safe online To explain why it is wrong to post negative/hurtful comments and pictures	Summer 2: Staying safe online – being respectful and responsible To know it is wrong to present another person's work as your own
		Vocabulary - Real world technology connection, system, automatic, internet, World Wide Web, virtual , network Vocabulary - Using Technology Safely attachment, virus, reliable, responsible, cyberbullying, hurtful	

Year group	term	topic	skills	knowledge	
Y4	aut	R o b o t s	Digital media To change settings on a camera e.g. flash date, timers, macro		
			Unit Composite Using Technology Safely To know how to respond appropriately to hurtful comments and cyberbullying		
			Autumn 1: Using technology safely – staying safe online To describe some differences between private and public communication To explain why sending and receiving messages can be dangerous	Autumn 1: Using technology safely – staying safe online To know that communicating online can be dangerous	
			Unit Composite Coding and Programming To compare text-based and block based programming platforms		
			Autumn 2: Coding – series of lessons To break down more complex problems into precise instructions and suggest ways to make code more efficient To use graphical tools to create flowcharts and mind maps	Autumn 2: Coding – series of lessons	





		<p>To use a repeat command to make programs more efficient</p> <p>To use simple selection to make programs more efficient (if...then..., when...)</p> <p>To debug shared programs with a partner</p> <p>To use commands to write a program with several characters and scenes</p> <p>To use and compare a range of programming platforms</p>	<p>To know that the repeat commands can be used to make programs more efficient</p> <p>To know that events can be used to make a program interactive</p> <p>To know that there are different programming languages and systems</p>
		<p>Vocabulary – online safety</p> <p>assumption, identity, selfie, security, memorable, scenario, consequence</p> <p>Vocabulary – coding</p> <p>decomposition, conditional, choice, selection, pattern, if, when</p>	
	<p>spr</p> <p>Off with the ir heads</p>	<p>Digital media</p> <p>To compose and edit a musical sequence with several tracks (music)</p> <p>Digital research</p> <p>To explain simple ways to check the accuracy of online information</p>	
		<p>Unit Composite</p> <p>Playing and analysing computer games: To improve code through debugging and using events to add interaction for multiple characters to a program for a simple game</p>	
		<p>Spring 1: Playing and analysing games computer games</p> <p>To identify the key features and structure of a game</p> <p>To identify the key features in the game structure and narrative</p>	<p>Spring 1: Playing and analysing games computer games</p> <p>To know that the structure of a game will effect interactivity and playability</p>
		<p>Spring 2: Coding computer games</p> <p>To plan a simple interactive game</p>	<p>Spring 2: Coding computer games</p>





		<p>To plan a computer game to include goals, an endpoint and interactivity</p> <p>To find errors in program and suggest improvements to code</p>	<p>To understand what an event is when part of a series of commands for a computer (program)</p>
		<p>Vocabulary</p> <p>evaluate, analyse, detect, playability</p>	
sum	Extreme Earth	<p>Digital media</p> <p>To use digital tools to crop and resize images and photos (mountains)</p> <p>To create an animation to show a process or explain something (water cycle)</p> <p>Digital research</p> <p>To find useful information on pre-selected websites</p> <p>To use digital resources to make notes for a report</p> <p>Digital publishing and presentation</p> <p>Format text to change font style size and layout</p> <p>To add transitions to slides to improve it</p> <p>To explain how they would improve their work(non-chronological report: mountains)</p> <p>Digital data</p> <p>To collect data and create a simple database with fields and record</p> <p>To create a simple spreadsheet to organise information (maths: data handling)</p>	
		<p>Unit Composite</p> <p>Real World Technology</p> <p>To understand how technology has changed our lives and how dangerous it may be.</p>	





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		<p>Summer 1: Real world technology</p> <p>To explain how computers are connected in the school network</p> <p>To explain how sensors are used in technology to trigger events automatically</p> <p>To use a data logger independently to measure and log external conditions</p>	<p>Summer 1: Real world technology</p> <p>To know the difference between the internet and the world wide web</p> <p>To know that using technology has changed the way we live in many ways</p> <p>To know that computer programs can control complex real-world tech</p>
		<p>Unit Composite Using Technology Safely</p> <p>To explain why it is wrong to post negative/hurtful comments and pictures.</p>	
		<p>Summer 2: Staying safe online – being respectful and responsible</p> <p>To explain how to respond to hurtful comments and cyberbullying</p> <p>To explain why it is wrong to post negative/hurtful comments/pictures</p>	<p>Summer 2: Staying safe online – being respectful and responsible</p> <p>To know it is wrong to present another person's work as your own</p>
		<p>Vocabulary - Real world technology</p> <p>Network, server, internet & World Wide Web, router, society, impact</p> <p>Vocabulary - Using Technology Safely</p> <p>recognition, empathy, interpret, responsibility, upstanding, plagiarism, copyright</p>	

Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<p>Digital media</p> <p>To use graphics tools to manipulate and 'fake' images (green screen – small groups)</p> <p>To create a stop motion animation</p>	
			<p>Unit Composite Using Technology Safely</p> <p>To understand that your data might be stored and used for advertising</p>	
			<p>Autumn 1: Using technology safely – staying safe online</p> <p>To understand that once information is online it is very difficult to remove</p>	<p>Autumn 1: Using technology safely – staying safe online</p> <p>To know that information can be stored online as a digital footprint</p>





		<p>To plan and complete a photoshoot for an event</p> <p>To compose and develop digital music using a range of tools</p>	
		<p>Unit Composite</p> <p>Playing and analysing computer games: To create, analyse and evaluate interactive games using simple 'when' and 'if' code.</p>	
		<p>Spring 1: Playing and analysing games computer games</p> <p>To analyse and evaluate a computer game.</p> <p>To create a simple computer game.</p>	<p>Spring 1: Playing and analysing games computer games</p> <p>To know that player feedback is important when evaluating and modifying a game</p>
		<p>Spring 2: Coding computer games</p> <p>To create and adapt publications for a specific audience.</p> <p>To use events and triggers to build game play and interactivity</p> <p>To compare different programming platforms and identify key features</p> <p>To plan and program a simple interactive game using simple events such as when & if</p>	<p>Spring 2: Coding computer games</p> <p>To identify key features of different programming platforms</p>
		<p>Vocabulary</p> <p>simulation, first person, platform, maze</p>	
sum	Ec o- Wa rrio rs	<p>Digital research</p> <p>To use search tools to find information effectively and safely</p> <p>To compare the same information on different websites and books</p> <p>Digital data</p> <p>To use simple formula in a spreadsheet for calculation</p>	<p>Digital research</p> <p>To know that sources should be credited</p>





<p>Unit Composite Real World Technology</p> <p>To explain ways that tech can be dangerous and how sensors are used in technology to trigger events automatically.</p>	
<p>Summer 1: Real world technology</p> <p>To explain how computers are connected in the school network</p> <p>To explain the difference between the internet and the WWW (World Wide Web)</p> <p>To explain some ways that it might be dangerous to in interact with tech</p> <p>To explain how sensors are used in technology to trigger events automatically</p> <p>To use a data logger independently to measure and log external conditions</p>	<p>Summer 1: Real world technology</p> <p>To know that computer programs can control complex real world-tech</p>
<p>Unit Composite Using Technology Safely</p> <p>To explain what cyberbullying is and identify ways young people can stop it</p>	
<p>Summer 2: Staying safe online – being respectful and responsible</p> <p>To discuss the reasons for age restriction rules on social media</p> <p>To describe how to block unwanted attention and ask for help</p>	<p>Summer 2: Staying safe online – being respectful and responsible</p> <p>To know that there are age restriction rules to join social networks</p> <p>To know that downloading/sharing media files might break the law</p>
<p>Vocabulary - Real world technology</p> <p>client, hub, global, react, implication, trigger</p> <p>Vocabulary - Using Technology Safely</p> <p>restriction, features, responsible, irresponsible, cyberbullying</p>	





Year group	term	topic	skills	knowledge
Y6	aut	Blitz & Black outs	<p>Digital media</p> <p>To know how to find different types of digital media and tools</p> <p>Digital research</p> <p>To use research tools to make notes to support a point of view</p> <p>To explain some simple ways to select digital content</p>	
			<p>Unit Composite Using Technology Safely</p> <p>To understand that your digital footprint might be stored and used for advertising</p>	
			<p>Autumn 1: Using technology safely – staying safe online</p> <p>To explain why your online history is called a digital footprint</p> <p>To explain when to report an online issues to someone in authority</p>	<p>Autumn 1: Using technology safely – staying safe online</p> <p>To know that information can be stored online as a digital footprint</p>
			<p>Unit Composite Coding and Programming</p> <p>To use my knowledge of block based programming to begin programming in other languages (Logo, JavaScript, Python)</p>	
			<p>Autumn 2: Coding – series of lessons</p> <p>To use simple selection (if...then...) to make programs more efficient</p> <p>To use basic graphic elements to create a simple diagram to represent selection in coding.</p> <p>To use complex selection commands e.g. if... then... until... unless... otherwise...until... in a program</p> <p>To work with a partner to debug shared programs</p>	<p>Autumn 2: Coding – series of lessons</p> <p>To know that a program can include choices to allow more complex problems to be solved</p> <p>To understand that complex real life problems can be broken down using flow charts</p>





		<p>To plan and program a simple interactive activity independently</p> <p>To use triggers and variables to add interactivity to a program</p> <p>To begin to use text-based programming languages</p>	<p>To know that there is code 'behind' block-based programming tools</p> <p>To know that some programming languages use text and some use symbols</p>
<p>Vocabulary – Using Technology Safely</p> <p>advertising clickbait, false identity, digital footprint, security, data, advertising, harm</p> <p>Vocabulary – coding</p> <p>process, dilemma, sprite, until, while, repeat until, if...then...else...</p>			
	<p>spr</p> <p>Rivers of Time</p>	<p>Digital data</p> <p>To understand how statistics can be manipulated</p>	
<p>Unit Composite</p> <p>Playing and Analysing Computer Games: To create a multi-level game with a range of variables using sequence, selection, repetition and conditionals.</p>			
<p>Spring 1: Playing and analysing games computer games</p> <p>To discuss potential issues arising from playing computer games</p> <p>To play a computer game and analyse with the aim of recreating it</p> <p>To understand and evaluate what types of games can be made for a given audiences</p>		<p>Spring 1: Playing and analysing games computer games</p> <p>To know that player feedback is important when evaluating and modifying a game.</p>	
<p>Spring 2: coding computer games</p> <p>To plan a game for an intended audience</p> <p>To use events and triggers to build game play and interactivity</p> <p>To adapt and edit games to accomplish specific goals</p> <p>To create a program with simple interactive activities using complex code</p> <p>To create a game with variables,</p>		<p>Spring 2: coding computer games</p>	





sum	Wh o am I?	interactivity and a clear final outcome	
		To identify problems/improvements based on their own or others people's code	
		Vocabulary	
		permissions, refine, explore, version, audience, tutorial, animate, network	
		Digital media	
		To plan a photo shoot for a school event or trip	
		To use a range of media tools to fulfil a design brief	
		To use software to create stop animation	
		Unit Composite Real World Technology	
		To understand and explain how tech makes interactions easier for different groups of people	
Summer 1: Real world technology	Summer 1: Real world technology		
To analyse complex real world control systems and break them down using flowcharts (e.g. microwave)	To know that information moves around the internet as data packets		
To explain how technology can support people with specific needs	To know about some organisations that control part of the internet		
To use a data logger in an investigation	To know that there are negative as well as positive results to the development of tech		
Unit Composite Using Technology Safely			
To explain how to stay safe online and identify resources that can help with cyberbullying			
Summer 2: Staying safe online – being respectful and responsible	Summer 2: Staying safe online – being respectful and responsible		
To explain what cyberbullying is and what young people can do to stop it	To know that downloading/sharing media files might break the law		
To describe how to block unwanted attention and ask for help	To evaluate e-safety resources aimed at their own age		
Vocabulary - Real world technology			
server farm, wireless, infographic, assisted living, analyse, domain, data packets, control system			
Vocabulary - Using Technology Safely			
bystander, benefit, guidance, advice			





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