

## Computing – A Progression of Knowledge & Skills

Year group	term	topic	area	skills	knowledge
EL2	aut	Me & My Family	Understanding the world	<b>Unit Composite:</b> To be able to use simple equipment by using knobs and levers. To focus on an activity of their own choice for a short amount of time.	
				<b>Technology</b> To explore the purpose of icons and buttons on toys e.g <i>turn on camera, tablet or remote control cars</i>	
				<b>Vocabulary</b> button, remote control cars, tablet, camera, toy	
	Spr	Me and my world		<b>Technology</b> To play with water to investigate "low technology" such as washing and cleaning  To operate mechanical toys, e.g. <i>turns the knob on a wind-up toy or pulls back on a friction car</i>	
				<b>Vocabulary</b> button, remote control cars, tablet, camera, toy	
	Sum	Me Growing Up		<b>Technology</b> To use pipes, funnels and other tools to carry/ transport water from one place to another.	<b>Communication &amp; Language</b> To develop an understanding of simple concepts (e.g turning on and off, making a car move fast or slow)
		<b>Vocabulary</b> turning off, turning on, move, fast, slow			
	<b>term</b>	<b>topic</b>		<b>skills</b>	<b>knowledge</b>
YN	aut	Me & My Family	Understanding the world	<b>Unit Composite:</b> To be able to sit for short, carpet time teaching (like listening to a story)	
				<b>Technology</b> To know how to operate simple equipment. (e.g <i>turning on a camera, tablet, using a remote, can navigate touch-capable technology with support.</i> )  To show an interest in technological toys with knobs or pulleys, real objects such as camera and touchscreen	<b>Communication and Language</b> To be able to express a point of view (in relation to playing games or toys they like)



				devices such as mobile phones and tablets.	
				<b>Vocabulary</b> pull, push, move, forwards, backwards, on, off camera, whiteboard I think... I like... I dislike...	
	spr	Me & My World		<b>Technology</b> To show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (e.g I can take a new photo, I can make the toy make a sound)  To explore toys that simulate control devices (examples - traffic lights, microwaves, cash tills).	To know how toys work.  To know that information can be retrieved from digital devices and the internet e.g. teacher using google, youtube to find the answer to questions  <b>Communication and Language</b> To focus attention – can still listen <b>or</b> do, but can change their own focus of attention
				<b>Vocabulary</b> internet, sounds, movement, forwards, backwards, sideways, lights	
	sum	Me Growing Up		<b>Technology</b> To play with a range of materials to learn cause and effect. e.g Make a puppet string using dowels and string to suspend the puppet. Playing a game online - if I get it right what happens? If I get it wrong what happens? <a href="#">Topmarks - Teddy Numbers</a>  To use a variety of electronic toys in play situations.	To explain the purpose of icons and buttons on toys.  <b>Communication and Language</b> To follow directions (if not intently focused)
				<b>Vocabulary</b> Instruction, touchscreen, buttons, cause, effect	

Year group	term	topic	area	skills	knowledge
YR	aut	Me & My Family	Understanding the world	<b>Unit Composite</b> To use a range of technology for particular purposes and uses them effectively	
				To complete a simple program on electronic devices e.g. completing a game on topmarks  To use ICT hardware to interact with age appropriate computer software e.g. busy things, topmarks, paint, purplemash	<b>Communication and Language</b> To show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
				<b>Vocabulary</b> keyboard, buttons, touchpad, touchscreen, sound, light, picture, screen	





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	spr	Me & My World	<p>To create content such as a video recording, stories, and/or draw a picture on screen</p> <p>To develop digital literacy skills by being able to access, understand and interact with a range of technologies</p>	<p><b>Communication and Language</b></p> <p>To indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p> <p>To connect one idea or action to another using a range of connectives.</p>
	sum	Me Growing Up	<p><b>Vocabulary</b> choose, image, object, create, choice</p> <p><b>Technology</b> To use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>To be able to use touchpad to complete age appropriate activities. (Examples - Completing games on interactive whiteboard - using purplemash, busythings etc).</p> <p>To be able to enter a simple password. (Example logging into chromebook)</p> <p>To know how to access learning online. Example - Using google classroom to access links and learning.</p> <p>To navigate web pages and online games using buttons and hyperlinks.</p>	<p>To understand the difference between safe and unsafe. e.g <i>Knowing it is only safe to go online when an adult is present. Knowing how to stay safe on trips. Knowing what stranger danger is.</i></p>
			<p><b>Vocabulary</b> This happened... because... then..., password , Safety. Google Classroom, Click</p>	

Year group	term	topic	skills	knowledge
Y1	aut	Once Upon a Time	<p><b>Digital research</b></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><b>Digital publishing and presentation</b></p> <p>To enter, revise and edit text using a real or on-screen keyboard (logging in)</p> <p><b>Digital media</b></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><b>Unit Composite</b> <b>Using Technology Safely</b></p> <p>To know how to be safe online.</p>			
<p><b>Term 1: Using technology safely – staying safe online</b></p>		<p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To describe some of the ways that they communicate online (Lesson 1)</p> <p>To explain the difference between a stranger &amp; someone they know (Lesson 2)</p> <p>To make a list of trusted adults they could ask for help (Lesson 3)</p>	
<p><b>Unit Composite</b> <b>Programming A - Moving a robot</b></p> <p>To know what commands are and be able to use them to predict outcomes and solve problems</p>			
<p><b>Autumn 2: Programming A</b></p> <p>To explain what a given command will do (Lesson 1)</p> <p>To act out a given command (Lesson 2)</p> <p>To combine 'forwards' and 'backwards' commands to make a sequence (Lesson 3)</p> <p>To combine four direction commands to make sequences (Lesson 4)</p>		<p><b>Autumn 2: Programming A</b></p> <p>To plan a simple program (Lesson 5)</p> <p>To find more than one solution to a problem (Lesson 6)</p>	
<p><b>Vocabulary – online safety</b></p> <p>communicate, online, public, private, device</p> <p><b>Vocabulary – coding</b></p> <p>order, sequence, steps, instructions, command</p>			





	spr	Animal Kingdom	<p><b>Digital media</b></p> <p>To describe the content of photos (science)</p> <p><b>Digital publishing and presentation</b></p> <p><i>To enter, revise and edit text use a real or onscreen keyboard.</i></p> <p><b>Digital research</b></p> <p>To explore websites to find useful information</p>	
			<p><b>Unit Composite</b></p> <p><b>Programming B</b> To understand how commands work and create my an algorithm</p>	
			<p><b>Spring 1:</b></p> <p>To choose a command for a given purpose (L1)</p> <p>To show that a series of commands can be joined together (L2)</p> <p>To design the parts of a project (L5)</p> <p>To use my algorithm to create a program (L6)</p>	<p><b>Spring 1:</b></p> <p>To identify the effect of a changing value (L3)</p> <p>To explain that each sprite has its own instructions (L4)</p>
			<p><b>Vocabulary - Computer Games</b></p> <p>touchpad, instructions, menu, 20character, drag and drop, clipart, image, interactive, text, publish</p>	
	sum	We Love London	<p><b>Digital media</b></p> <p>To take a digital photo of their own choice and subject (trip)</p> <p>To make digital animations</p>	
			<p><b>Unit Composite</b></p> <p><b>Computer Systems &amp; Networks</b></p> <p>To know the parts of computer and know how a computer can help me in my everyday life</p>	





			<p><b>Summer 1: Computer systems &amp; networks</b></p> <p>To use a mouse/touchpad in different ways (Lesson 3)</p> <p>To use a keyboard to type on a computer (Lesson 4)</p> <p>To use the keyboard to edit text (Lesson 5)</p> <p>To create rules for using technology (Lesson 6)</p>	<p><b>Summer 1: Computer systems &amp; networks</b></p> <p>To identify technology (Lesson 1)</p> <p>To identify a computer and its main parts (Lesson 2)</p>
			<p><b>Unit Composite Using Technology Safely</b></p> <p>To compare being unkind online and being unkind in school or at home.</p>	
			<p><b>Summer 2: Using technology safely – being respectful and responsible online</b></p> <p>To compare being unkind online and offline (Lesson 6)</p>	<p><b>Summer 2: Using technology safely – being respectful and responsible online</b></p> <p>To identify situations where on-screen requests need checking (Lesson 4)</p> <p>To explain the importance of being kind to others online (Lesson 5)</p> <p>To describe how to respond to hurtful online comments (Lesson 6)</p>
			<p><b>Vocabulary - Computer systems &amp; networks</b></p> <p>technology, computer, mouse,touchpad, keyboard, screen, double click, typing</p> <p><b>Vocabulary - Using Technology Safely</b></p> <p>rules, information, stranger, friend, respect, difference, kind, unkind, frustrated</p>	

Year group	term	topic	skills	knowledge
Y2	aut	Fire! Fire!	<p><b>Digital media</b></p> <p>To use painting tools to create images (D&amp;T)</p> <p><b>Digital research</b></p> <p>To navigate websites and online tools</p>	





		<p><b>Unit Composite</b> <b>Using Technology Safely</b></p> <p>To understand the importance of keeping private information private and the dangers of speaking to strangers online.</p> <p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To make a list of what personal information they should NOT reveal (Lesson 1 &amp; 2)</p> <p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To explain the difference between public and private in simple terms (Lesson 1 &amp; 2)</p> <p>To explain the difference between a stranger &amp; someone they know (Lesson 3)</p> <p>To understand some of the dangers of talking to strangers (Lesson 3)</p> <p><b>Unit Composite</b> <b>Programming A - Robot Algorithms</b></p> <p>To write multiple lines of code to achieve a given outcome using knowledge about sequencing and algorithms.</p> <p><b>Autumn 2: Programming</b></p> <p>To describe a series of instructions as a sequence (Lesson 1)</p> <p>To use logical reasoning to predict the outcome of a program (Lesson 3)</p> <p>To design an algorithm (Lesson 5)</p> <p>To create and debug a program that I have written (Lesson 6)</p> <p><b>Autumn 2: Programming</b></p> <p>To explain what happens when change the order of instructions (Lesson 2)</p> <p>To explain that programming projects can have code and artwork (Lesson 4)</p> <p><b>Vocabulary – online safety</b></p> <p>internet, password, private, personal, stranger, information</p> <p><b>Vocabulary - Programming A</b></p> <p>algorithm, break down, block commands, repeat, loop, efficient, predict</p>	
	spr	<p><b>Digital media</b></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><b>Unit Composite</b></p> <p><b>Playing and analysing computer games:</b></p> <p>To use technology purposefully to create, organise, manipulate and retrieve digital content.</p>	





		<b>Vocabulary</b>	
		<p><b>Digital data</b></p> <p>To create pictograms using software</p> <p>To answer questions using data collected from peers</p>	
		<p><b>Unit Composite</b>  <b>Computer systems &amp; networks</b>            To know what information technology is and understand how it improves our world.</p>	
		<p><b>Summer 1 :Computer systems &amp; networks</b></p> <p>To recognise the uses and features of information technology (Lesson 1)</p> <p>To recognise that choices are made when using information technology (Lesson 6)</p>	<p><b>Summer 1 :Computer systems &amp; networks</b></p> <p>To identify the uses of information technology in the school (Lesson 2)</p> <p>To identify information technology beyond school (Lesson 3)</p> <p>To explain how information technology helps us (Lesson 4)</p> <p>To explain how to use information technology safely (Lesson 5)</p>
sum	Proud of Poplar	<p><b>Unit Composite</b>  <b>Using Technology Safely</b>            To talk about and know the importance of being kind to others online</p>	
		<p><b>Summer 2: Using technology safely – being respectful and responsible online</b></p>	<p><b>Summer 2: Using technology safely – being respectful and responsible online</b></p> <p>To discuss the importance of being kind to others online (Lesson 4)</p> <p>To explain how they would ask a trusted adult for help/advice (Lesson 4)</p> <p>To discuss the importance of being kind to others online (Lesson 5)</p> <p>To explain how they would ask a trusted adult for help or advice (Lesson 5)</p> <p>To discuss the importance of being kind to others online (Lesson 6)</p>







			<p style="text-align: center;"><b>Vocabulary - Computer systems &amp; networks</b></p> <p>Information technology (IT), computer, barcode, scanner/scan</p> <p><b>Vocabulary - Using Technology Safely</b></p> <p>share, respect, uncomfortable, pause</p>
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Year group	term	topic	skills	knowledge	
Y3	aut	Invaders & Settlers	<p><b>Digital media</b></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><b>Digital publishing and presentation</b></p> <p>To add appropriate transitions or animations to slides in a presentation</p>		
			<p><b>Unit Composite</b> <b>Using Technology Safely</b></p> <p>To understand and explain why sending and receiving messages can be dangerous</p>		
			<p><b>Autumn 1: Using technology safely – staying safe online</b></p>	<p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To describe some differences between private/public communication (Lesson 1 &amp; 2)</p> <p>To explain why sending and receiving messages can be dangerous (Lesson 3)</p>	
			<p><b>Unit Composite</b> <b>Programming A - Sequencing Sounds</b></p> <p>To show an understanding of the importance of commands in a new programming environment to be able to create a project</p>		
			<p><b>Autumn 2: Programming A</b></p> <p>To explore a new programming environment (Lesson 1)</p> <p>To identify that commands have an outcome (Lesson 2)</p>	<p><b>Autumn 2: Programming A</b></p> <p>To explain that programming has a start (Lesson 3)</p>	





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		<p>To recognise that a sequence of commands have an order (Lesson 4)</p> <p>To change the appearance of my project (Lesson 5)</p> <p>To create a project from a task descripton (Lesson 6)</p>	
		<p><b>Vocabulary – Using Technology Safely</b></p> <p>communicate, digital footprint, messaging</p> <p><b>Vocabulary – Programming</b></p> <p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, glide, sequence, event., order, note, chord, algorithm, code.</p>	
spr	Super Humans	<p><b>Digital research</b></p> <p>To use search tools within websites and digital libraries (researching history)</p>	<p><b>Digital research</b></p> <p>To know how to look at the creator/author of a website (researching history, eg, Boudicca: Roman vs Celtic)</p>
		<p><b>Unit Composite</b></p> <p><b>Playing and analysing computer games:</b></p> <p>To use <b>events</b> to add interactivity to a program for a simple game</p>	
		<p><b>Vocabulary</b></p> <p>code, errors, interactivity, playability, conditional</p>	
sum	Rainforest Explorers	<p><b>Digital media</b></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><b>Digital research</b></p> <p>To select digital resources to answer questions</p> <p>To use search, sort and filter tools within a prepared database to</p>	





		<p>answer questions (maths: data handling)</p> <p><b>Digital data</b></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><b>Unit Composite</b> <b>Computer Systems and Networks</b> <b>To understand and explain the benefits of connecting devices in a network</b></p>			
<p><b>Summer 1 :Computer systems &amp; networks</b></p> <p>To explore how digital devices can be connected (Lesson 5)</p>		<p><b>Summer 1 :Computer systems &amp; networks</b></p> <p>To explain how digital devices function (Lesson 1)</p> <p>To identify input and output devices (Lesson 2)</p> <p>To recognise similarities between using digital devices and using non-digital devices (Lesson 3)</p> <p>To explain how a computer network can be used to share information (Lesson 4)</p> <p>To recognise the physical componenets of a network (Lesson 6)</p>	
<p><b>Unit Composite</b></p> <p>To explain how to respond to hurtful comments and cyberbullying</p>			
<p><b>Summer 2: Staying safe online – being respectful and responsible</b></p>		<p><b>Summer 2: Staying safe online – being respectful and responsible</b></p> <p>To describe SMART rules for staying safe online (Lesson 1)</p> <p>To explain why it is wrong to post negative/hurtful comments/pictures (Lesson 5)</p> <p>To explain how to respond to hurtful comments and cyberbullying (Lesson 6)</p>	
<p><b>Vocabulary - Computer systems and netowrks</b></p> <p>digital device, input, process, output, programm, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets</p>			





## Vocabulary - Using Technology Safely

attachment, virus, reliable, responsible, cyberbullying, hurtful

Year group	term	topic	skills	knowledge	
Y4	aut	Robots	<b>Digital media</b> To change settings on a camera e.g. flash date, timers, macro		
			<b>Unit Composite</b> <b>Using Technology Safely</b> To know how to respond appropriately to hurtful comments and cyberbullying		
			<b>Autumn 1: Using technology safely – staying safe online</b>	<b>Autumn 1: Using technology safely – staying safe online</b> To describe some difference between public and private information (Lesson 1) To explain why sending and receiving messages can be dangerous (Lesson 2) To explain how to respond to hurtful comments and cyberbullying (Lesson 3)	
			<b>Unit Composite</b> <b>Programming A - Repetition in shapes</b> To plan, modify and test count controlled loop commands		
			<b>Autumn 2: Programming A</b> To create a program in a text-based language (Lesson 2) To modify a count-controlled loop to produces a given outcome (Lesson 4) To decompose a task into small steps (Lesson 5) To create a program that uses count-controlled loops to produce a given outcome (Lesson 6)	<b>Autumn 2: Programming A</b> To identify that accuracy in programming is important (Lesson 1) To explain what 'repeat' means (Lesson 3)	
			<b>Vocabulary – online safety</b> assumption, identity, selfie, security, memorable, scenario, consequence <b>Vocabulary – coding</b>		





		decomposition, conditional, choice, selection, pattern, if, when	
spr	Off with their heads	<b>Digital media</b> To compose and edit a musical sequence with several tracks (music)	
		<b>Digital research</b> To explain simple ways to check the accuracy of online information	
		<b>Unit Composite</b>	
		<b>Vocabulary</b> evaluate, analyse, detect, playability	
sum	Extreme Earth	<b>Digital media</b> To use digital tools to crop and resize images and photos (mountains)	
		To create an animation to show a process or explain something (water cycle)	
		<b>Digital research</b> To find useful information on pre-selected websites	
		To use digital resources to make notes for a report	
		<b>Digital publishing and presentation</b> Format text to change font style size and layout	
		To add transitions to slides to improve it	
	To explain how they would improve their work(non-chronological report: mountains)		
	<b>Digital data</b>		





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			<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><b>Unit Composite - Computer systems &amp; networks</b> Understand that the internet is a network of networks, with the World Wide Web a part of this. To explore the WWW, understanding and evaluating the content found online</p>	
			<p><b>Summer 1: Computer systems &amp; networks</b></p> <p>To describe how networks physically connect to other networks (lesson 1)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW) (lesson 4)</p> <p>To evaluate the consequences of unreliable content (lesson 6)</p>	<p><b>Summer 1: Computer systems &amp; networks</b></p> <p>To know how networked devices make up the internet (lesson 2)</p> <p>To outline how websites can be shared via the World Wide Web (WWW) (lesson 3)</p> <p>To know how the content of the WWW is created by people (lesson 5)</p>
			<p><b>Unit Composite Using Technology Safely</b></p> <p>To explain why it is wrong to post negative/hurtful comments and pictures.</p>	
			<p><b>Summer 2: Staying safe online – being respectful and responsible</b></p>	<p><b>Summer 2: Staying safe online – being respectful and responsible</b></p> <p>To know it is wrong to present another person's work as your own (Lesson 4)</p> <p>To explain how to respond to hurtful comments and cyberbullying (Lesson 5)</p> <p>To explain why it is wrong to post negative/hurtful comments/pictures (Lesson 6)</p>
			<p><b>Vocabulary - Computer systems and networks</b></p> <p>router, security, website, web page, web address, routing, web browser, World Wide Web, content, links, files, download, sharing, ownership, permission</p> <p><b>Vocabulary - Using Technology Safely</b></p> <p>recognition, empathy, interpret, responsibility, upstanding, plagiarism, copyright</p>	

Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	Digital media	





		<p>To use graphics tools to manipulate and 'fake' images (green screen – small groups)</p> <p>To create a stop motion animation</p>	
		<p><b>Unit Composite</b> <b>Using Technology Safely</b></p> <p>To understand that your data might be stored and used for advertising</p>	
		<p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To evaluate e-safety resources aimed at their own age range (Lesson 3)</p>	<p><b>Autumn 1: Using technology safely – staying safe online</b></p> <p>To understand that once infor is online it is very difficult to remove (Lesson 1)</p> <p>To explain when to reporn an online issue to someone in authority (Lesson 2)</p> <p>To understand that your data might be stored and used for advertising (Lesson 3)</p>
		<p><b>Unit Composite</b> <b>Programming A - A selection in physical computing</b></p> <p>To use a microcontroller and know how to use it to control components</p>	
		<p><b>Autumn 2: Programming A</b></p> <p>To control a simple circuit connected to a computer (Lesson 1)</p> <p>To write a program that includes count-controlled loops (Lesson 2)</p> <p>To design a physical project that includes selection (Lesson 5)</p> <p>To create a program that controls a physical computing project (Lesson 6)</p>	<p><b>Autumn 2: Programming A</b></p> <p>To explain that a loop can stop when a condition is met (Lesson 3)</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met (Lesson 4)</p>
		<p><b>Vocabulary – online safety</b></p> <p>digital footprint, consent, effective, relevant, data</p> <p><b>Vocabulary – coding</b></p> <p>process, dilemma, sprite, until, while, repeat until, if...then...</p>	
spr	Space Race	<p><b>Digital media</b></p> <p>To use animations/sounds effects effectively in presentations</p>	





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		<p>To create and adapt publications for a specific audience</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>	
		<b>Unit Composite</b>	
		<b>Vocabulary</b>	
		simulation, first person, platform, maze	
sum	Eco-Warriors	<p><b>Digital research</b></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><b>Digital data</b></p> <p>To use simple formulae in a spreadsheet for calculation</p>	<p><b>Digital research</b></p> <p>To know that sources should be credited</p>
		<b>Unit Composite - Computer systems &amp; networks</b>	
		<b>To know how information is transferred between systems and devices, and understand how search engines work, including what influences searching and how results are ranked</b>	
		<b>Summer 1: Computer systems &amp; networks</b>	<p><b>Summer 1: Computer systems &amp; networks</b></p> <p>To discuss the reasons for age restriction rules on social media (Lesson 4)</p> <p>To describe how to block unwanted attention and ask for help (Lesson 5)</p>







				To explain what cyberbullying is and what young people can do to stop it (Lesson 6)
			<b>Unit Composite</b>	
			<b>Using Technology Safely</b>	
			To explain what cyberbullying is and identify ways young people can stop it	
			<b>Summer 2: Staying safe online – being respectful and responsible</b>	<b>Summer 2: Staying safe online – being respectful and responsible</b>
			To discuss the reasons for age restriction rules on social media (Lesson 4)	To explain what cyberbullying is and what young people can do to stop it (Lesson 6)
			To describe how to block unwanted attention and ask for help (Lesson 5)	
			<b>Vocabulary - Computing systems and networks</b>	
			system, connection, storage, search engine, refine, index, bot, search engine optimisation, web crawler, content creator, selection, ranking	
			<b>Vocabulary - Using Technology Safely</b>	
			restriction, features, responsible, irresponsible, cyberbullying	





Year group	term	topic	skills	knowledge	
Y6	aut	Blitz & Blackouts	<b>Digital media</b> To know how to find different types of digital media and tools  <b>Digital research</b> To use research tools to make notes to support a point of view  To explain some simple ways to select digital content		
			<b>Unit Composite Using Technology Safely</b>  To understand that your digital footprint might be stored and used for advertising		
			<b>Autumn 1: Using technology safely – staying safe online</b>	<b>Autumn 1: Using technology safely – staying safe online</b>  To explain why your online history is called a digital footprint (Lesson 1)  To explain when to report an online issues to someone in authority (Lesson 2)  To understand that your data might be stored and used for advertising (Lesson 3)	
			<b>Unit Composite Programming A -Variables in games</b>  To understand what variables are and know how to use them		
			<b>Autumn 2: Programming A</b>  To choose how to improve a game by variables (Lesson 3)  To design a project that builds on a given example (Lesson 4)  To use my design to create a project (Lesson 5)	<b>Autumn 2: Programming A</b>  To define a 'variable' as something that is changeable (Lesson 1)  To explain why a variable is used in a program (Lesson 2)  To evaluate my project (Lesson 6)	
			<b>Vocabulary – Using Technology Safely</b>  advertising clickbait, false identity, digital footprint, security, data, advertising, harm  <b>Vocabulary – coding</b>		





		process, dilemma, until, while, repeat until, if...then...else...	
spr	Rivers of Time	<b>Digital data</b> To understand how statistics can be manipulated	
		<b>Unit Composite</b>	
		<b>Spring 1: Programming B</b> To create a program to run on a controllable device (lesson 1) To explain that selection can control the flow of a program (lesson 2) To update a variable with a user input (lesson 3) To use a conditional statement to compare a variable to a value (lesson 4) To design a project that uses inputs and outputs on a controllable device (lesson 5) To develop a program to use inputs and outputs on a controllable device (lesson 6)	<b>Spring 1: Programming B</b>
		<b>Vocabulary</b>	
		permissions, refine, explore, version, audience, tutorial, animate, network	
sum	Who am I?	<b>Digital media</b> 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	
		<b>Unit Composite - Computer systems &amp; networks</b> To know and evaluate how data is transferred over the internet and how the internet enables online communication	





		<p style="text-align: center;"><b>Summer 1: Computer systems &amp; networks</b></p> <p>To explain the importance of internet addresses (lesson 1)</p> <p>To explain how sharing information online can help people to work together (lesson 3)</p> <p>To evaluate different ways of working together online (lesson 4)</p> <p>To evaluate different methods of online communication (lesson 6)</p>	<p style="text-align: center;"><b>Summer 1: Computer systems &amp; networks</b></p> <p>To know how data is transferred across the internet (lesson 2)</p> <p>To know how we communicate using technology (lesson 5)</p>
		<p style="text-align: center;"><b>Unit Composite Using Technology Safely</b></p> <p>To explain how to stay safe online and identify resources that can help with cyberbullying</p>	
		<p style="text-align: center;"><b>Summer 2: Staying safe online – being respectful and responsible</b></p> <p>To describe how to block unwanted attention and ask for help (Lesson 5)</p> <p>To explore and review resources that could help with cyberbullying (Lesson 6)</p>	<p style="text-align: center;"><b>Summer 2: Staying safe online – being respectful and responsible</b></p> <p>To explain what cyberbullying is and what young people can do to stop it (Lesson 4)</p> <p>To explain how they stay safe online with examples and scenarios (Lesson 6)</p>
		<p style="text-align: center;"><b>Vocabulary - Computing system and networks</b></p> <p>protocol, data, internet protocol (IP), Domain Name Server (DNS), packet, header, data payload, reuse, one way, two-way, one-to-one, one-to-many</p> <p style="text-align: center;"><b>Vocabulary - Using Technology Safely</b></p> <p>bystander, benefit, guidance, advice</p>	

