



COMPUTING

St Andrew's C of E Primary School

Curriculum Map for Computing



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMPUTING is not part of the Statutory Framework for EYFS						
EYFS - Nursery	Year A & B Me and My Family	Year A Winter Wonderland Year B Splashing Around	Year A How to Catch a Dragon Year B Me and My Shadow	Year A Fluff and Feathers Year B Let's Build Together	Year A Somewhere Over the Rainbow Year B If You're Healthy and You Know It	Year A Beside The Seaside Year B Animal Antics
	E-Safety Day					
COMPUTING is not part of the Statutory Framework for EYFS						
EYFS - Reception	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
	E-Safety Day					

E Safety	Programming	Handling Data	Multimedia	Technology in our Lives
<p>EA - I can explain why I need to keep my password and personal information private.</p> <p>EB - I understand how to keep myself safe on line and who to tell if I feel unsafe</p> <p>EC - I know that if I put information online it leaves a digital footprint.</p> <p>ED - I can talk about what cyber bullying is and what to do if I encounter it</p> <p>EE - I understand that key word searching is an effective way of locating info.</p>	<p>PA - I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p>PB - I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>PC - I can program a robot or software to do a particular task.</p> <p>PD - I can look at my friend's program and tell you what will happen.</p> <p>PE - I can use programming software to make objects move.</p>	<p>HA - I talk about the different ways I use technology to collect information, using a range of devices.</p> <p>HB - I can make and save a chart or graph using the data I collect.</p> <p>HC - I can talk about the data that is shown in my chart or graph.</p> <p>HD - I am starting to understand different types of data bases.</p> <p>HE - I can tell you what kind of information I could use to help me investigate a question</p>	<p>MA - I can use technology to organise and present my ideas in different ways.</p> <p>MB - I can use the keyboard on my device to add, delete and space text for others to read.</p> <p>MC - I can identify that the look of a text can be changed in a computer.</p> <p>MD - I can save and open files on the device I use.</p>	<p>TA - I can tell you why I use technology in the classroom.</p> <p>TB - I can tell you why I use technology in my home and community.</p> <p>TC - I am starting to understand that other people have created the information I use.</p> <p>TD - I can identify benefits of using technology including finding information, creating and communicating.</p> <p>TE - I can talk about the differences between the Internet and things in the physical world.</p>

	PF - I can watch a program execute and spot where it goes wrong so that I can debug it.			
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital data ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.. 					

KS1 - Year 1	<u>Our Place</u>	<u>Heroes & Superheroes</u>	<u>City to Sea</u>
	<p><u>Tech in our Lives</u></p> <ul style="list-style-type: none"> ➤ To identify technology ➤ Discuss information that can be found - who creates ➤ To identify a computer and its main parts ➤ To use a mouse in different ways ➤ To use a keyboard to type on a computer ➤ To use the keyboard to edit text ➤ To create rules for using technology responsibly 	<p><u>Multi Media (5)</u></p> <ul style="list-style-type: none"> ➤ To use a computer to write ➤ To add and remove text on a computer ➤ To identify that the look of text can be changed on a computer ➤ To make careful choices when changing text ➤ To explain why I used the tools that I chose ➤ To compare typing on a computer to writing on paper ➤ Save work on computer <p><u>Multi Media (2)</u></p> <ul style="list-style-type: none"> ➤ To describe what different freehand tools do ➤ To use the shape tool and the line tools ➤ To make careful choices when painting a digital picture ➤ To explain why I chose the tools I used ➤ To use a computer on my own to paint a picture ➤ To compare painting a picture on a computer and on paper 	<p><u>Programming A</u></p> <ul style="list-style-type: none"> ➤ To explain what a given command will do ➤ To act out a given word ➤ To combine forwards and backwards commands to make a sequence ➤ To combine four direction commands to make sequences ➤ To plan a simple program ➤ To find more than one solution to a problem ➤ To choose a command for a given purpose

Additional Lessons covering...	<p><u>Esafety - Project evolve</u> <u>Self-image and identity</u></p> <ul style="list-style-type: none"> ➤ I can recognise that there may be people online who could make me feel sad, embarrassed or upset. 	<p><u>Esafety - Project evolve</u> <u>Online relationships</u></p> <ul style="list-style-type: none"> ➤ Understand how to ask permission to use technology/do something online. 	<p><u>Esafety - Project evolve</u> <u>Privacy and security</u></p>
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	<ul style="list-style-type: none"> ➤ I know when I should ask an adult for help with things online that upset me. ➤ I can give examples of different adults I can ask for help. <p>E Safety (EB ED) Jigsaw Puzzle Celebrating Difference Pieces 3 & 4</p> <ul style="list-style-type: none"> ➤ I can tell you what bullying is. ➤ I understand how being bullied might feel. ➤ I know some people who I could talk to if I was feeling unhappy or being bullied. ➤ I can be kind to children who are bullied. 	<ul style="list-style-type: none"> ➤ Understand how to ask permission to do something that affects someone else online. ➤ Give examples of situations where permission must always be sought. <p>Esafety - Project evolve Health, well-being and lifestyle</p> <ul style="list-style-type: none"> ➤ Tell you the rules around their own use of technology in and beyond the home. ➤ Explain why these rules help keep them safe. ➤ Identify rules that apply to safety and rules that apply to health/well-being ➤ Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with) 	<ul style="list-style-type: none"> ➤ Demonstrate the types of data that may be personal to you. ➤ Able to articulate under what conditions I would ask an adult for help. <p>E Safety (EB ED) Jigsaw Puzzle Relationships Piece 4</p> <ul style="list-style-type: none"> ➤ I know who can help me in my school community. ➤ I know when I need help & know how to ask for it.
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KS1 - Year 2	<u>Knights, Dungeons & Castles</u>	<u>Explorers</u>	<u>Australia</u>
	<u>Handling Data (4)</u>	<u>Multimedia (5)</u>	<u>Programming A (B???)</u>
	<ul style="list-style-type: none"> ➤ To recognise that we can count and compare objects using tally charts ➤ To recognise that objects can be represented as pictures ➤ To create a pictogram ➤ To select objects by attribute and make comparisons ➤ To recognise that people can be described by attributes ➤ To explain that we can present information using a computer 	<ul style="list-style-type: none"> ➤ To say how music can make us feel ➤ To identify that there are patterns in music ➤ To describe how music can be used in different ways ➤ To show how music is made from a series of notes ➤ To create music for a purpose ➤ To review and refine our computer work <p>Project (squirrel) Making music - Linked</p>	<ul style="list-style-type: none"> ➤ To describe a series of instructions as a sequence and explain what happens when we change the order of instructions ➤ To use logical reasoning to predict the outcome of a program (series of commands) ➤ To design an algorithm ➤ To create and debug a program that I have written ➤ To explain that a sequence of commands has a start and an outcome ➤ To create a program using a given design ➤ To change a given design ➤ To create a program using my own design ➤ To decide how my project can be improved

Additional Lessons covering...	<p>Esafety - Project evolve Online reputation</p> <ul style="list-style-type: none"> ➤ I know how to find information online ➤ I can find information online that is older than I am ➤ I understand that my information can stay online for a very long time <p>E Safety (EB ED) Jigsaw Puzzle Celebrating Difference Pieces 3 & 4</p> <ul style="list-style-type: none"> ➤ I understand that bullying is sometimes about difference. ➤ I can tell you how someone who is bullied feels. 	<p>Esafety - Project evolve Managing information online</p> <ul style="list-style-type: none"> ➤ I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). ➤ I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. ➤ I can explain why some information I find online may not be true. <p>Esafety - Project evolve Copyright and ownership</p>	<p>E Safety (EB ED) Jigsaw Puzzle Relationships Piece 5</p> <ul style="list-style-type: none"> ➤ I recognise & appreciate people who can help me in my family, my school & my community. <p>Esafety - Project evolve Online bullying</p> <ul style="list-style-type: none"> ➤ I understand what the definition of bullying behaviour is ➤ I can apply this definition to online behaviour
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	<ul style="list-style-type: none"> ➤ I can be kind to children who are bullied. ➤ I can recognise what is right & wrong & know how to look after myself. ➤ I know when and how to stand up for myself and others. 	<ul style="list-style-type: none"> ➤ Identify digital content that belongs to them. ➤ Describe why content on the internet may belong to others. 	<ul style="list-style-type: none"> ➤ I can provide simple examples of what online bullying can look like ➤ I can give examples of bullying behaviour and where this can happen i.e. apps, social media, phone, tablets, computer etc. I understand that mean or unkind words can upset someone else ➤ I understand that bullying can make someone feel upset, unsafe and/ or uncomfortable ➤ I can identify some signs and symptoms that someone who is being bullied may show ➤ I can say ways bullying can make someone feel
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E Safety	Programming	Handling Data	Multimedia	Technology in our Lives
<p>EA - I can choose appropriate password for age appropriate websites.</p> <p>EB - I can create e-safety rules for my behaviour online</p> <p>EB - I know how to use the safety features of websites or apps to report concerns eg report abuse button.</p> <p>EC - I know that anything I share online leaves a digital footprint & can be accessed by others.</p> <p>EC - I choose websites, apps and games that are appropriate for my age.</p> <p>ED - I can help my friends make good choices about the time they spend online.</p> <p>ED - I behave positively and respectfully online</p>	<p>PA - I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p>PB - I can recognise that a sequence of commands can have an order.</p> <p>PC - I can identify that commands have an outcome</p> <p>PE - I know that I need to keep testing my program while I am putting it together.</p> <p>PE - I can use a variety of tools to create a program.</p> <p>PF - I can recognise an error in a program and debug it.</p> <p>PG - I can recognise that an algorithm will help me to sequence more complex programs.</p> <p>PH - I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</p>	<p>HA - I can organise data in different ways.</p> <p>HB - I can collect data and identify where it could be inaccurate.</p> <p>HC - I can plan, create and search a database to answer questions.</p> <p>HD - I can choose the best way to present data to my friends.</p> <p>HE - I can use a data logger to record and share my readings with my friends.</p>	<p>MA - I can use photos, video and sound to create an atmosphere when presenting to different audiences</p> <p>MB - I am confident to explore new media to extend what I can achieve.</p> <p>MB - I can explain that animation is a sequence of drawings or photographs.</p> <p>MB - I can create, modify and present a variety of software for a particular purpose.</p> <p>MD - I explain that digital images can be changed and why they might be changed.</p> <p>ME - I can use an appropriate tool to share my work and collaborate online.</p> <p>MF - I can give constructive feedback to my friends to help them improve their work and refine my own work.</p>	<p>TA - I can tell you whether a resource I am using is on the Internet, the school network or my own device.</p> <p>TB - I can identify key words to use when searching safely on the World Wide Web.</p> <p>TC - I think about the reliability of information I read on the World Wide Web.</p> <p>TF - I can tell you how to check who owns photos, text and clipart.</p> <p>TG - I can create a hyperlink to a resource on the World Wide Web.</p> <p>TH - I can recognise that websites use different methods to advertise products</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum - KS2						
Pupils should be taught to:						

- ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

KS2 - Year 3	<u>Hunter Gatherers</u>	<u>Extreme Earth</u>	<u>Togatastic</u>
	<p style="text-align: center;"><u>Programming B</u></p> <ul style="list-style-type: none"> ➤ To explore a new programming environment ➤ To identify that commands, have an outcome ➤ To explain that a program has a start ➤ To recognise that a sequence of commands can have an order ➤ To edit and debug a program ➤ To change the appearance of my project ➤ To create a project from a task description <p><i>Extra point of discussion - Looking at algorithms and uses in learning- Maths, Science and Design Technology</i></p>	<p style="text-align: center;"><u>Technology in our Lives (1)</u></p> <ul style="list-style-type: none"> ➤ To explain how digital devices function ➤ To identify input and output devices ➤ To recognise how digital devices can change the way that we work ➤ To explain how a computer network can be used to share information ➤ To explore how digital devices can be connected ➤ To recognise the physical components of a network 	<p style="text-align: center;"><u>Multimedia (2)</u></p> <ul style="list-style-type: none"> ➤ To explain that animation is a sequence of drawings or photographs with a sequence of images ➤ To plan an animation ➤ To review and improve an animation ➤ To evaluate the impact of adding other media to an animation ➤ To explain how a sprite moves in an existing project ➤ To create a program to move a sprite in four directions ➤ To edit and uplevel a program by adding new context and features ➤ To identify and fix bugs in a program ➤ To design and create a maze-based challenge

Additional Lessons covering...	<p>E Safety (EB ED) Jigsaw Puzzle Being Me Pieces 3,4 & 5</p>	<p><u>Esafety - Project evolve</u> Online relationships</p> <ul style="list-style-type: none"> ➤ I can explain what is meant by trusting someone online ➤ I can give examples of what 'liking' someone online means and how it can be done 	<p>E Safety (EB ED) Jigsaw Puzzle Relationship Piece 3</p>
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	<ul style="list-style-type: none"> ➤ I understand why rules are needed & how they relate to rights & responsibilities ➤ I understand that my actions affect myself & others & I care about other people's feelings. ➤ I understand that my behaviour brings rewards/consequences. ➤ I can make responsible choices & take action. <p><u>Esafety - Project evolve</u> <i>Health, well-being and lifestyle</i></p> <ul style="list-style-type: none"> ➤ Give examples of and explain the positive impact of using technology and the internet. ➤ Give examples of tech/online activities that they (could) engage with for extended periods of time. ➤ Give examples of and explain the negative impact of excessive technology use on health and bodies. ➤ Give examples of and explain the negative impact of excessive technology use on thoughts and feelings. ➤ Give examples of and explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.) ➤ Explain simple rules/strategies they use to reduce the impact of these issues. 	<ul style="list-style-type: none"> ➤ I understand and can explain the difference between trusting and liking someone online. <p>E Safety (EB ED) Jigsaw Puzzle Healthy Me Piece 4 & 5</p> <ul style="list-style-type: none"> ➤ I can identify things, people & places that I need to keep safe from & can tell you some strategies for keeping myself safe including who to go to for help. ➤ I can take responsibility for keeping myself & others safe. 	<ul style="list-style-type: none"> ➤ I know & can use some strategies for keeping myself safe online. ➤ I know who to ask for help if I am worried or concerned about anything online. <p><u>Esafety - Project evolve</u> <i>Self-image and identity</i></p> <ul style="list-style-type: none"> ➤ I can explain what is meant by the term 'identity'. ➤ I can explain how people can represent themselves in different ways online. ➤ I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).
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KS2 - Year 4	<u>River Deep Mountain High</u>	<u>Eureka</u>	<u>Pillagers & Plunderers</u>
	<p style="text-align: center;"><u>Programming B</u></p> <ul style="list-style-type: none"> ➤ To identify that accuracy in programming is important ➤ To create a program in a text-based language ➤ To explain what 'repeat' means ➤ To modify a count-controlled loop to produce a given outcome ➤ To decompose a task into small steps ➤ To create a program that uses count-controlled loops to produce a given outcome <p><i>Extra point of discussion - Looking at algorithms and uses in learning- Maths, Science and Design Technology</i></p>	<p style="text-align: center;"><u>Handling Data (4)</u></p> <ul style="list-style-type: none"> ➤ To explain how digital devices function ➤ To identify input and output devices ➤ To recognise how digital devices can change the way that we work ➤ To explain how a computer network can be used to share information ➤ To explore how digital devices can be connected <p>To recognise the physical components of a network</p>	<p style="text-align: center;"><u>Technology in our Lives (1)</u></p> <ul style="list-style-type: none"> ➤ To describe how networks physically connect to other networks ➤ To recognise how networked devices make up the internet ➤ To outline how websites can be shared via the World Wide Web (WWW) ➤ To describe how content can be added and accessed on the World Wide Web (WWW) ➤ To recognise how the content of the WWW is created by people ➤ To evaluate the consequences of unreliable content <p>Project (squirrel) Audio production - Stand alone</p>

Additional Lessons covering...	<p>E Safety (EB ED) Jigsaw Puzzle Being Me Piece 4</p> <ul style="list-style-type: none"> ➤ I understand that my actions affect myself & others; <p>Esafty - Project evolve Online reputation</p> <ul style="list-style-type: none"> ➤ I understand that others may search my name online to find information about me ➤ I know that not all information about me online may have been posted online by me ➤ I understand that people may alter information or put untrue information about me online with or without my knowledge <p>E Safety (EB ED) Jigsaw Puzzle Celebrating Difference Piece 3</p> <ul style="list-style-type: none"> ➤ I know that sometimes bullying is hard to spot & I know what to do if I think it is going on but I'm not sure. 	<p>Esafty - Project evolve Managing online information</p> <ul style="list-style-type: none"> ➤ I can explain the difference between a 'belief', an 'opinion' and a 'fact'. ➤ I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. ➤ I understand what criteria have to be met before something is a 'fact'. ➤ I can explain how to evaluate evidence to determine its credibility. ➤ I can identify how to get help from a trusted adult if needed. <p>E Safety (EB ED) Jigsaw Puzzle Healthy Me Piece 5</p> <ul style="list-style-type: none"> ➤ I can recognise when people are putting me under pressure & can explain ways to resist this when I want. 	<p>Esafty - Project evolve Online bullying</p> <ul style="list-style-type: none"> ➤ I can understand what posting content online means ➤ I can reflect on how content I post may make some feel ➤ I can understand my content can affect others feelings ➤ I can understand how some media i.e. images, video, text and chat can be interpreted differently online v offline ➤ I can predict how others may feel towards what I do online ➤ I understand I should not be mean online <p>Esafty - Project evolve Copyright and ownership</p> <ul style="list-style-type: none"> ➤ Demonstrate ways of recognising who might own online content. ➤ Explain what reuse is. ➤ Give examples of when they are/are not permitted to reuse online content.

E Safety	Programming	Handling Data	Multimedia	Technology in our Lives
<p>EA - I can create rules for how to behave online</p> <p>EB - I can explain the consequences of sharing too much about myself online</p> <p>EB - I can make good choices online, including reporting concerns to an adult.</p> <p>EC - I can protect my computer or device from harm on the internet. Eg virus threats</p> <p>ED - I can explore the safe use of online communication. Eg blogs, messages</p>	<p>PA - I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>PB - I can explain and program each of the steps in my algorithm.</p> <p>PC - I can recognise when I need to use a variable to achieve a required output.</p> <p>PD - I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</p> <p>PE - I can use a variable and operators to stop a program</p>	<p>HA - I can plan the process needed to investigate the world around me</p> <p>HB - I can select the most effective tool to collect data for my investigation</p> <p>HB - I can check the data I collect for accuracy and plausibility.</p> <p>HC - I can interpret the data I collect.</p> <p>HD - I can present the data I collect in an appropriate way</p> <p>HE - I use the skills I have developed to evaluate a database.</p>	<p>MA - I can talk about audience, atmosphere and structure when planning a particular outcome</p> <p>MB - I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>MC - I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p> <p>MD - I can tell you why I select a particular online tool for a specific purpose</p> <p>MF - I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>TA - I can tell you the Internet services I need to use for different purposes.</p> <p>TC - I can describe how information is transported on the Internet.</p> <p>TC - I can check the reliability of a website.</p> <p>TD - I can talk about the way search results are selected and ranked.</p> <p>TF - I can tell you about copyright and acknowledge the sources of information that I find online</p> <p>TG - I know that websites can use my data to make money and target their advertising.</p>

	<p>PF - I can use logical reasoning to detect and correct errors in algorithms and programs</p> <p>PF - I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p>			<p>TI - I can select an appropriate tool to communicate and collaborate online</p>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ✦ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✦ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✦ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✦ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ✦ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✦ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✦ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					

KS2 - Year 5	<u>The Age of Change</u>	<u>Extreme Freeze</u>	<u>Tomb Raiders</u>
	<p><u>Handling Data (4)</u></p> <ul style="list-style-type: none"> ➤ To compare paper and computer-based databases ➤ To outline how grouping and then sorting data allows us to answer questions ➤ To explain that tools can be used to select specific data ➤ Plan own data base ➤ To use a form to record information ➤ Present and interpret data ➤ To explain that computer programs can be used to compare data visually ➤ To apply my knowledge of a database to ask and answer real-world questions 	<p><u>Multimedia (2)</u></p> <ul style="list-style-type: none"> ➤ To explain what makes a video effective ➤ To use a digital device to record video ➤ To capture video using a range of techniques ➤ To create a storyboard ➤ To identify that video can be improved through reshooting and editing ➤ To consider the impact of the choices made when making and sharing a video <p>Project (squirrel) Selection in physical computing - Stand alone</p>	<p><u>Multimedia (5)</u></p> <ul style="list-style-type: none"> ➤ To identify that drawing tools can be used to produce different outcomes ➤ To create a vector drawing by combining shapes ➤ To use tools to achieve a desired effect ➤ To recognise that vector drawings consist of layers ➤ To group objects to make them easier to work with ➤ To apply what I have learned about vector drawings ➤ To use a computer to create and manipulate three-dimensional (3D) digital objects ➤ To compare working digitally with 2D and 3D graphics ➤ To construct a digital 3D model of a physical object ➤ To design a digital model by combining 3D objects ➤ To develop and improve a digital 3D model

Additional Lessons covering...	<p>E Safety (EA EB) Jigsaw Puzzle Being Me Piece 4</p> <ul style="list-style-type: none"> ➤ I can make choices about my own behaviour because I understand how rewards & consequences feel. ➤ I understand that my actions affect me & others. <p><u>Esafety - Project evolve</u> Self-image and identity</p> <ul style="list-style-type: none"> ➤ I understand that I can show my online identity in different ways. ➤ I know that my online identity can have an impact on others, both positively and negatively. ➤ I can demonstrate responsible choices about my online identity, depending on context. 	<p><u>Esafety - Project evolve</u> Online relationships</p> <ul style="list-style-type: none"> ➤ I can describe what is meant by harm. ➤ I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart ➤ I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. ➤ I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else <p><u>Esafety - Project evolve</u> Health, well-being and lifestyle</p> <ul style="list-style-type: none"> ➤ Explain what in-app purchasing is (including loot boxes). ➤ Identify the benefits but also the risks of in-app purchases. ➤ Know that I should always ask permission when making an online purchase. ➤ Understand simple properties of healthy sleep ➤ Can recount simple benefits of sleep on body's health ➤ Can offer suggestions on how use of technology before sleep could affect quality of sleep 	<p>E Safety (EA EB ED) Jigsaw Puzzle Relationships Piece 3, 4 5 & 6)</p> <ul style="list-style-type: none"> ➤ I understand there are rights & responsibilities in an online community or social network. ➤ I can recognise when an online community is helpful or unhelpful to me. ➤ I know there are rights & responsibilities when playing a game online. ➤ I can recognise when an online game is becoming unhelpful or unsafe. ➤ I can recognise when I am spending too much time using devices (screen time). ➤ I can identify things I can do to reduce screen time, so my health isn't affected. ➤ I can explain how to stay safe when using technology to communicate with my friends. ➤ I can recognise & resist pressures to use technology in ways that may be risky or may cause harm to myself or others. <p><u>Esafety - Project evolve</u> Copyright and ownership</p> <ul style="list-style-type: none"> ➤ Recognise fair dealing situations ➤ Understand that some work is in the public domain ➤ Know that even copyrighted work can be used, if this use is fair.

KS2 - Year 6	Rations and Raids	Tudor Tales	Mexico
	<p style="text-align: center;"><u>Multimedia (2)</u></p> <ul style="list-style-type: none"> ➤ To review an existing website and consider its structure ➤ To plan the features of a web page ➤ To consider the ownership and use of images (copyright) ➤ To recognise the need to preview pages ➤ To outline the need for a navigation path ➤ To recognise the implications of linking to content owned by other people 	<p style="text-align: center;"><u>Technology in our Lives (1)</u></p> <ul style="list-style-type: none"> ➤ To identify how to use a search engine ➤ To describe how search engines select results ➤ To explain how search results are ranked ➤ To recognise why the order of results is important, and to whom ➤ To recognise how we communicate using technology ➤ To evaluate different methods of online communication 	<p style="text-align: center;"><u>Programming A</u></p> <ul style="list-style-type: none"> ➤ To create a program to run on a controllable device ➤ To explain that selection can control the flow of a program ➤ To update a variable with a user input ➤ To use a conditional statement to compare a variable to a value ➤ To design a project that uses inputs and outputs on a controllable device ➤ To develop a program to use inputs and outputs on a controllable device ➤ To define a 'variable' as something that is changeable ➤ To explain why a variable is used in a program ➤ To choose how to improve a game by using variables

			<ul style="list-style-type: none"> ➤ To design a project that builds on a given example ➤ To use my design to create a project ➤ To evaluate my project <p>Project (squirrel) Sensing - Linked</p>
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<p>Additional Lessons covering...</p>	<p>E Safety (EA EB) Jigsaw Puzzle Being Me Piece 4</p> <ul style="list-style-type: none"> ➤ I can make choices about my own behaviour because I understand how rewards & consequences feel & how these relate to my rights & responsibilities. ➤ I understand that my actions affect myself & others. <p><u>E Safety - Project evolve</u> Managing information online</p> <ul style="list-style-type: none"> ➤ I can describe how some online information can be opinion and can offer examples. ➤ I can explain how and why some people may present 'opinions' as 'facts'. ➤ I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). ➤ I can use search technologies effectively. ➤ I can explain how search engines work. ➤ I can explain how results are selected and ranked. 	<p><u>Esafety - Project evolve</u> Online reputation</p> <ul style="list-style-type: none"> ➤ I understand what an online reputation is ➤ I understand that people may do an online search to find out information about me ➤ I understand that the information that people find about me will allow them to form an opinion about me ➤ I can explain what a digital personality is. ➤ I can explain strategies anyone can use to protect their 'digital personality' and online reputation. ➤ I can explain how online anonymity can protect online reputation. <p><u>Esafety - Project evolve</u> Privacy and security</p> <ul style="list-style-type: none"> ➤ Recognise and select effective strategies for managing passwords. ➤ Suggest methods for managing situations where passwords are lost or stolen. ➤ Recognise that app permissions allow access to our personal information. ➤ Understand the relationship between the value of data and the ethics of collecting that data. ➤ Be aware that the data we share is valuable to app developers. 	<p>E Safety (EA EB) Jigsaw Puzzle Relationships Piece 5</p> <ul style="list-style-type: none"> ➤ I can judge whether something online is safe and helpful for me. ➤ I can resist pressure to do something online that might hurt myself or others. <p><u>Esafety - Project evolve</u> Copyright and ownership</p> <ul style="list-style-type: none"> ➤ Demonstrate ways of searching for reusable content. ➤ Select content that is appropriate for reuse in my own work ➤ Understand how to reference online sources in my own work.
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