

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	<p>Children explore online safety, digital wellbeing, digital literacy and coding. Adult led sessions will teach children skills and the importance of safety in computing. This will then be explored during continuous provision with technology available for the children to use independently within their every day learning.</p>					
Year 1	Online safety Pupils will explore online safety, media balance and online identity.	Online safety Pupils will explore digital citizenship, how you feel online and online privacy.	Computer science Pupils will use technology and programmes to understand and explore algorithms.	Computer science Pupils will learn about logical thinking to predict and learn about programming and how it is used.	Technology in our lives Pupils will learn how technology is used at home and investigate how it can be used effectively.	Explicit digital skills Pupils will learn how to use google docs to create a document and jamboard.
Year 2	Online safety Pupils will learn about online identity, how to safely communicate with others online and digital trails.	Online safety Pupils will explore how to stop online meanness and the importance of online privacy.	Technology in our lives Pupils will understand how programmes run, learn about algorithms being step by step instructions and predicting the outcome of an algorithm.	Computer science Pupils will be exploring the world of coding and how they can create stories using a programme.	Computer science Pupils will learn about hardware and software. How to create a google form and how to the internet works.	Explicit digital skills Pupils will learn to create a presentation with google slide, create some digital art and how to create a google sheet.
Year 3	Online safety Pupils will learn how to use the internet more effectively, how to communicate through the web and ensure they think before they share information.	Online safety Pupils will learn to be internet kind, brave and secure.	Technology in our lives Pupils will learn what create a network, how to advanced search online and to be aware of phishing (what is real and what is fake).	Computer science Pupils will use logical reasoning to explain how a simple algorithm works. Design, write and debug programs that control or simulate virtual events.	Computer science Pupils will use logical reasoning to explain how a simple algorithm works. Design, write and debug programs that control or simulate virtual events.	Explicit digital skills Pupils will learn to use yes, no questions to help them create a branching database.
Year 4	Online safety Pupils will be learning about online identity, online trust and keeping it private.	Online safety Pupils will explore being kind online, the importance of digital well being and being effective in using the web	Technology in our lives Pupils will learn about the history of computing, how large the internet is and how to use search engines and how they select what goes at the top of the list.	Computer science Pupils will design, create and debug programs that control or simulate virtual events.	Computer science Pupils will design, create and debug programs that control or simulate virtual events.	Explicit digital skills Pupils will create their own digital badge, use google sheets and google sites to create a portfolio.
Year 5	Online safety Pupils will learn about online tracks, digital friendships and thinking before you share.	Online safety Pupils will learn about cyberbullying, gaming and which programmes create appropriate games for our age. Also, privacy and how games/apps can share information.	Technology in our lives Pupils will explore the various technology we can use to search online, use filters in online searches and the history of computing.	Computer science Use flowcharts and other diagrams to explain how complex algorithms solve a given problem. Use loops to repeat tasks within a program. Design, write and test programs and control external hardware with my programs.	Computer science Use flowcharts and other diagrams to explain how complex algorithms solve a given problem. Use loops to repeat tasks within a program. Design, write and test programs and control external hardware with my programs.	Explicit digital skills Pupils will create a spreadsheet to help them manage their time efficiently. They will use formulas, collect data that will be adapted with formulas.
Year 6	Online safety Pupils will explore challenging gender stereotypes and cyberbullying.	Online safety Pupils will look at protecting their online reputation, tracking our media use and learning to manage it and all about data.	Digital literacy Pupils will design their own using complex algorithms. Use loops to repeat tasks within a program. Create, store and retrieve variables in a program.	Digital literacy Pupils will design their own using complex algorithms. Use loops to repeat tasks within a program. Create, store and retrieve variables in a program.	Digital literacy Pupils will learn about apps and games and how some may request payments. About online information ownership and whether we have the right to reuse it.	Pupils will use their computing skills to plan and promote an event using technology.

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<p>Digital skills</p>	<p>Independently log into the computer</p> <p>Open up google classroom</p> <p>Open TTRS/Numbots</p> <p>Collect and put away their chromebook in the correct place number in the trolley.</p>	<p>Open and close google docs/slides</p> <p>Assess some feature of google doc - change colour, text font and size</p> <p>Increase touch typing skills</p> <p>Access google classroom independently</p> <p>Use the trackpad on the chromebook</p> <p>Use the spacebar to make spaces and delete to delete letters/words and make a new line using enter/return</p>	<p>Develop confidence with touch typing and using online typing tools.</p> <p>Independently access and use Google apps (Docs, Slides, Sheets, Sites) and associated features, including text formatting, inserting images, changing backgrounds, and using text boxes.</p> <p>Capture, edit, and manage digital images using cameras, screenshots, cropping, and basic editing tools.</p> <p>Use copy, paste, and keyboard functions (including caps lock) to organise and edit text efficiently.</p> <p>Create a simple web page and navigate links independently.</p> <p>Use accessibility tools to enhance learning, including screen enlargement, brightness adjustments, and speech-to-text.</p> <p>Take responsibility for digital device care, including charging Chromebooks and using a stylus independently.</p>	<p>Use accessibility tools and basic troubleshooting skills independently to support learning.</p> <p>Use text editing tools confidently, including cut, copy, paste, delete, spell check, thesaurus, and appropriate font sizes for audience and purpose.</p> <p>Create digital content using a range of media, including text, images, sound, and hyperlinks (e.g. eBooks, presentations, Google Slides).</p> <p>Import and manage media from different sources, including the web, camera roll, and apps.</p> <p>Create and edit multimedia projects by sequencing clips, trimming video, adding titles, transitions, voiceovers, and simple annotations such as speech bubbles.</p> <p>Use creative tools to enhance presentations, including green screen effects and animated backgrounds.</p> <p>Use search tools to locate apps, websites, and digital resources safely and effectively.</p> <p>Create simple digital structures such as timelines, mind maps, QR codes, and spreadsheets (linked to Maths).</p> <p>Explore immersive and location-based technologies,</p>	<p>Use accessibility tools independently to support and enhance learning.</p> <p>Collaborate effectively with peers using online tools such as shared documents, blogs, and within google classroom.</p> <p>Create, publish, and analyse online questionnaires to collect and interpret data.</p> <p>Design and export interactive presentations using a range of media, animations, transitions, and effects.</p> <p>Create and manage web content, including building a web page and embedding video.</p> <p>Create, edit, and combine digital animations and video clips to produce short narrative or interview-style content.</p> <p>Capture high-quality digital photographs using appropriate camera settings.</p> <p>Edit and enhance images using cropping, resizing, brightness tools, and understand how image manipulation (e.g. photo editing) is used in the media.</p> <p>Record, edit, and enhance audio by adding voiceovers, adjusting sound</p>	<p>Confidently select and use the most appropriate application to communicate or demonstrate learning for a specific audience.</p> <p>Format and publish digital content online, regularly considering audience and purpose.</p> <p>Create and manage web content, including websites, quizzes, and presentations incorporating a range of media (images, video, audio).</p> <p>Use spreadsheets and formulas to solve more complex mathematical problems.</p> <p>Capture, edit, and enhance digital images, including removing items, merging photos, adding backgrounds, and applying filters or effects.</p> <p>Critically evaluate digital content, including own work and images, and suggest improvements.</p>

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Online safety	<p>Recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened, give examples of when and how to speak to an adult I can trust.</p>	<p>Explain how other people's identity online can be different to their identity in real life.</p> <p>Describe ways in which people might look or act differently online and offline.</p> <p>Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened;</p> <p>Give examples of how to get help.</p>	<p>Explain what is meant by the term 'identity'.</p> <p>Explain how I can represent myself in different ways online.</p> <p>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).</p>	<p>Explain how my online identity can be different to my offline identity.</p> <p>Describe positive ways for someone to interact with others online and understand how this will positively impact how others perceive them.</p> <p>Explain that others online can pretend to be someone else, including my friends and suggest reasons.</p>	<p>Explain how identity online can be copied, modified or altered.</p> <p>Demonstrate responsible choices about my online identity, depending on context.</p>	<p>Describe ways in which the media can shape ideas about gender.</p> <p>Identify messages about gender roles and make judgements based on them.</p> <p>Challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.</p> <p>Give examples of how I might get help, both on and offline.</p> <p>Explain why I should keep asking until I get the help I need.</p>

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Technology in our lives	<p>Recognise how we use technology at home and in the community.</p> <p>Recognise ways in which the internet can be used to communicate.</p> <p>Analyse some of the benefits of technology in the modern world.</p> <p>Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions, doorbells, heating)</p>	<p>Explain how to use the internet as a way of finding information online.</p> <p>Use simple keywords in search engines.</p> <p>Explain the difference between things that are imaginary, made up or make believe and things that are true or real.</p> <p>Explain what voice activated searching is and how it might be used and know its is not a real person (e.g. Alexa, Google, Siri)</p>	<p>Understand that the Internet is a large network that enables computers to share information.</p> <p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain what autocomplete is and how to choose the best suggestion.</p> <p>Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content.</p>	<p>Understand the history of computing and discuss significant individuals.</p> <p>Understand the history of computing, including the contributions of people from diverse ethnic and cultural backgrounds.</p> <p>Understand that the internet is a large network.</p> <p>Identify a server and explain its process.</p> <p>Explain the purpose of a server.</p> <p>Explain how search engines work and how searches are selected and ranked.</p> <p>Explain how to use search technologies effectively.</p>	<p>Explain the benefits and limitations of using different types of search technologies e.g. voice activation search engines like Alexa (giving only one result).</p> <p>Understand how search engines order their search results.</p> <p>Explain what is meant by being sceptical when making judgements on online content.</p> <p>Criticise and question information online, and see how it can be presented with a western bias.</p> <p>Use more advanced features such as filters when searching online.</p> <p>Use a range of search tools to find exactly what I am looking for.</p> <p>Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this may cause.</p>	<p>Give examples of content that is permitted to be reused and know how this content can be found online.</p> <p>Demonstrate the use of search tools to find and access online content which can be used by others.</p> <p>Demonstrate how to make references to and acknowledge sources used from the internet.</p>

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Computer science	<p>Write an algorithm.</p> <p>Understand how algorithms are implemented as programs on digital devices.</p> <p>Use an algorithm.</p> <p>Program and debug a Bee-Bot to follow my algorithm.</p> <p>Create simple programs.</p> <p>Explore Scratch for myself.</p>	<p>Understand that programs run by following clear instructions.</p> <p>Predict the behaviour of a programmed toy, clearly relating each action to a part of an algorithm.</p> <p>Create a simple program to perform a task.</p> <p>Find and fix simple bugs in programs.</p>	<p>Use logical reasoning to explain how a simple algorithm works.</p> <p>Design, write and debug programs that control or simulate virtual events.</p> <p>Break an open-ended problem up into smaller parts</p> <p>Programme commands into a sequence to achieve a specific outcome</p> <p>Test my program and recognise when I need to debug it.</p> <p>Use repeat commands.</p> <p>Describe the algorithm I will need for a simple task.</p> <p>Detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p>Use logical thinking to solve an open-ended problem by breaking it up into smaller parts</p> <p>Use an efficient procedure to simplify a program</p> <p>Use a variety of tools to create a program</p> <p>Recognise an error in a program and debug it</p> <p>Recognise that an algorithm will help me to sequence more complex programs.</p> <p>Recognise that using algorithms will also help solve problems in other learning.</p>	<p>Use flowcharts and other diagrams to explain how complex algorithms solve a given problem.</p> <p>Use loops to repeat tasks within a program.</p> <p>Use IF statements to alter the way my programs run.</p> <p>Design, write and test increasingly complex programs.</p> <p>Control external hardware with my programs.</p>	<p>Use logical reasoning to explain how increasingly complex algorithms work.</p> <p>Break up code into related instructions, making debugging easier and quicker</p> <p>Use variables and various forms of input and output</p> <p>Create, store and retrieve variables in a program.</p> <p>Combine software and hardware to solve real life problems.</p>