

Why do we teach Computing?	How is Computing sequenced within our school?	What will our children learn?
<ul style="list-style-type: none"> <li>• Being an inner-city school, we have a high percentage of disadvantaged children who, without computing in schools, are unable to access this knowledge.</li> <li>• As a school we are trying to be proactive in the teaching of online safety and how to be a responsible digital citizen. This has been developed further to include the impact of lockdowns which has accelerated a lot of children's IT usage.</li> <li>• We want to drive the ambition of our children and prepare them for a future of working with digital technology.</li> <li>• Computing is a lifelong skill that is part of everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Online safety is embedded throughout the year across all year groups, it is a subject which is revisited regularly and links closely to PSHE.</li> <li>• Throughout their Beechwood journey, children will revisit and build on existing skills allow them to progress and develop using different technology including computers and I pads.</li> <li>• Areas of computing have been sequenced to intentionally allow for cross curricular teaching and to allow for learning to be progressive using small spaced learning steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know how to be responsible when using digital technology and how to keep themselves safe as well as show respect to others.</li> <li>• Children will understand how technology and networks work and communicate.</li> <li>• Children will learn how to use a range of digital technology effectively and purposefully for a task or to solve a problem.</li> <li>• Children will be able to type effectively and accurately with some speed to help prepare them for future life.</li> <li>• Children will be given a range of skills that</li> </ul>

## Concept Map for Computing

**Digital Literacy**

Self-Image and identity

Managing online information

Online Relationships

Health, Well-being and lifestyle

Online reputation

Privacy security

Online Bullying

Copyright and ownership

Computational Thinking

Coding and Programming

Computer networks

**Computer science**

**Information Technology**

Word Processing/typing

eBook

Data handling

Video creation

Animation

Photography and digital art

Presentations

Sound

Web design

Augmented reality and virtual reality

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Digital Literacy:</b> Creating sensible e-safety rules for the classroom Identify how to report concerns and inappropriate behaviour	<b>Digital literacy:</b> Devices can collect and share information	<b>Digital literacy:</b> Why passwords are important.	<b>Digital literacy:</b> Identify who they can trust and share their personal information with online. (links to PSHE)	<b>Digital literacy:</b> Change identity(avatars)	<b>Digital literacy:</b> Identify how to report concerns and inappropriate behaviour. use digital technology safely and show respect for others
	<b>Information Technology:</b> Inputs and outputs	<b>Information Technology:</b> use index fingers on keyboard	<b>Information Technology:</b> Excel (link to maths)	<b>Information Technology:</b> navigate the web. Edit text and use cut/copy/paste Use a range of programs Save work (links to science)	<b>Computer Science:</b> Implement an algorithm as code	<b>Information Technology:</b> Creating media including using paint Coding:
	<b>Computer Science:</b> Sequence of instructions	<b>Computer Science:</b> Explore and understand a programming environment	<b>Computer Science:</b> Recognise commands are represented as blocks	<b>Computer Science:</b> Create and build a sequence of connected commands.		
<b>Year 4</b>	<b>Digital literacy:</b> Creating sensible e-safety rules for the classroom Identify who to talk to to report concerns and inappropriate behaviour	<b>Digital literacy:</b> Internet use can be monitored	<b>Digital literacy:</b> Strong password Keeping information safe	<b>Digital literacy:</b> Online identity	<b>Digital literacy:</b> Information about me can be created, copied, and shared. Information can be found online	<b>Digital literacy:</b> Identify who to talk to when reporting concerns and inappropriate behaviour. Act responsibly when using computers
	<b>Information Technology:</b> Local networks	<b>Information Technology:</b> Typing, spell check and thesaurus Font size	<b>Information Technology:</b> Search engines	<b>Information Technology:</b> Combine digital images. Use text <u>shortcuts</u> (links to Artist study)	<b>Information Technology:</b> Creating media	<b>Information Technology:</b> Spreadsheets including charts. (link to maths)
	<b>Computer Science:</b> Programming including repetition and loop using text commands. Debugging (Logo)	<b>Computer Science:</b> Programming including repetition and loop using text commands. Debugging (Logo)	<b>Computer Science:</b> Programme including repetition and loops using block commands. Debugging (Scratch)	<b>Computer Science:</b> Programme including repetition and loops using block commands. Debugging (Scratch)		
<b>Year 5</b>	<b>Digital literacy:</b> Creating sensible e-safety rules for the classroom Know how to report concerns and inappropriate behaviour	<b>Digital literacy:</b> Passwords Sharing personal information	<b>Digital literacy:</b> Searching for someone online Online identity	<b>Digital literacy:</b> Online identity	<b>Digital literacy:</b> Using email safely Act responsibly	<b>Digital literacy:</b> Know how to report concerns and inappropriate behaviour

Computing Curriculum

Led by: Brittany Record

	<b>Information Technology:</b> Know the difference between the internet and WWW	<b>Computer Science:</b> Identify 'if...then...else...'	<b>Information Technology:</b> Using the internet	<b>Information Technology:</b> Creating media including using green screen technology (iPad)	<b>Information Technology:</b> Import sounds, add hyperlinks, and organise text. (Links to science)	<b>Information Technology:</b> Excel (link to maths)
	<b>Computer Science:</b> Identify and modify a condition		<b>Computer Science:</b> Write an algorithm using condition blocks	<b>Computer Science:</b> Using logical reasoning to detect and correct errors		<b>Computer Science:</b> Design a program
<b>Year 6</b>	<b>Digital literacy:</b> Creating sensible e-safety rules for the classroom Know a range of ways to report concerns and inappropriate behaviour	<b>Digital literacy:</b> Consequences of actions Online reputation	<b>Digital literacy:</b> App permissions Increase privacy on apps	<b>Digital literacy:</b> Identity	<b>Digital literacy:</b> Use different passwords. email	<b>Digital literacy:</b> Know a range of ways to report concerns and inappropriate behaviour. Consequences of actions
	<b>Information Technology:</b> Networks	<b>Information Technology:</b> Search engines <b>Computer Science:</b> Understanding and creating variables	<b>Information Technology:</b> Publish a document. (Link to writing)	<b>Information Technology:</b> Spreadsheets (link to maths) Creating a video and using green screen	<b>Information Technology:</b> Creating a web page	<b>Computer Science:</b> Writing a programme for a controllable device

Year 2	Year 3	Year 4	Year 5	Year 6
<b>Digital Literacy (DL)</b>				
<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when I have a concern about content or contact on the internet or other online technologies</li> </ul>	<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>I can participate in agreeing and creating sensible e-safety rules for the classroom</li> <li>I can use digital technology safely and show respect for others when working online.</li> <li>I can identify who they can trust and share their personal information with online (links to PSHE)</li> <li>I can identify how to report concerns and inappropriate behaviour in school.</li> <li>I know I can change identity depending on what I am doing (avatars)</li> <li>I can describe how people with similar interests and likes can get together online</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>I can explain <b>why</b> passwords are important</li> <li>I know that devices can collect and share information</li> </ul>	<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>I can participate in agreeing and creating sensible e-safety rules for the classroom</li> <li>I can demonstrate that I can act responsibly when using computers.</li> <li>I know who to talk to about concerns and inappropriate behaviour at home or in school.</li> <li>I understand that information about me can be created, copied and shared</li> <li>I know that others can find information about me online</li> <li>I know that online identity can be different to real life</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>I can explain <b>what</b> makes a strong password</li> <li>I know strategies for keeping personal information private</li> <li>I know that internet use can be monitored</li> </ul>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>I can participate in agreeing and creating sensible e-safety rules for the classroom</li> <li>I can demonstrate that I can act responsibly when using the internet.</li> <li>I know how to report concerns and inappropriate behaviour in a range of contexts.</li> <li>I can search for someone online and summarise findings understanding that information found online can be used to make judgements</li> <li>I can explain how identity can be modified/ altered and show I can make responsible choices about my online identity</li> <li>I can use email safely and responsibly when communicating with other people</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>I can <b>create</b> strong and secure passwords</li> <li>I know that apps and websites may read and share personal information</li> <li>I know that some apps may take payment for additional content and explain why I need permission to do this</li> </ul>	<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>I can participate in agreeing and creating sensible e-safety rules for the classroom</li> <li>I can show that I can think through the consequences of my actions when using digital technology.</li> <li>I know a range of ways to report concerns and inappropriate behaviour in a variety of contexts.</li> <li>I can explain how I am developing an online reputation and ways to make this positive</li> <li>I can identify when and how online media can shape our ideas about identity including gender messages</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>I <b>can use</b> different passwords for a range of online services and can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>I can explain what app permissions are and can give some examples from the technology or services I use.</li> <li>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> </ul>

				<ul style="list-style-type: none"> <li>I can identify and explain that some emails are not genuine and where these may be found (spam, phishing)</li> </ul>
<b>Information Technology (IT)</b>				
<p><b>Word Processing and typing:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<p><b>Word Processing and typing:</b></p> <ul style="list-style-type: none"> <li>I can use index fingers on keyboard home keys(f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l</li> <li>I can edit the style and effect of my text and images to make my document more engaging (borders/shadows etc)</li> <li>I can use cut, copy and paste to quickly duplicate and organise text</li> <li>I can use a range of programs on a computer.</li> <li>I can explore and begin to use more advanced features in a paint package</li> <li>I know how to open/edit and save my work in my own space</li> </ul>	<p><b>Word Processing and typing:</b></p> <ul style="list-style-type: none"> <li>I can use spell check and thesaurus</li> <li>I can use more than two fingers to type</li> <li>I can use font sizes appropriately for audience and purpose.</li> <li>I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</li> <li>I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</li> </ul>	<p><b>Word Processing and typing:</b></p> <ul style="list-style-type: none"> <li>I can start to apply other useful effects to my documents such as hyperlinks.</li> <li>I can import sounds to accompany and enhance the text in my document.</li> <li>I can organise and reorganise text on screen to suit a purpose</li> </ul>	<p><b>Word Processing and typing:</b></p> <ul style="list-style-type: none"> <li>I can confidently choose the best application to demonstrate my learning.</li> <li>I can format text to suit a purpose.</li> <li>I can publish my documents and discuss the audience and purpose of my content.</li> </ul>
	<p><b>Excel for purpose:</b></p> <ul style="list-style-type: none"> <li>I can input data onto a simple Excel spreadsheet</li> <li>I can identify a cell, row and cell address on a simple spreadsheet</li> </ul>	<p><b>Excel for purpose:</b></p> <ul style="list-style-type: none"> <li>I can create my own questionnaire and analyse the results.</li> <li>I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts</li> <li>I can change data in a spreadsheet and observe changes in results</li> </ul>	<p><b>Excel for purpose:</b></p> <ul style="list-style-type: none"> <li>I can use simple formulae to solve calculations including =sum</li> <li>I can edit and format difference cells in a spreadsheet</li> </ul>	<p><b>Excel for purpose:</b></p> <ul style="list-style-type: none"> <li>I can write spreadsheet formula to solve more challenging maths problems.</li> <li>I can present the data collected in way that makes it easy for others to understand</li> </ul>
<p><b>Using the internet:</b></p>	<p><b>Using the internet:</b></p> <ul style="list-style-type: none"> <li>I know there is a range of search engines</li> </ul>	<p><b>Using the internet:</b></p> <ul style="list-style-type: none"> <li>I can use and explain how search engines work.</li> </ul>	<p><b>Using the internet:</b></p> <ul style="list-style-type: none"> <li>I can explain how search engines are ranked.</li> </ul>	<p><b>Using the internet:</b></p>

<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>I can use a search engine to complete simple searches</li> </ul>	<ul style="list-style-type: none"> <li>I understand that search engines rank pages according to relevance</li> </ul>	<ul style="list-style-type: none"> <li>I can decide whether digital content is reliable and unbiased.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware that some search engines may provide misleading information</li> </ul>
	<p><b>Creating media:</b></p> <ul style="list-style-type: none"> <li>I can explain that animation is a sequence of images</li> <li>I can create an effective flip book -style animation using paint on a laptop to make my images</li> <li>I can explain how an animated flipbook works</li> <li>I can use animation tools to create animations (iPad)</li> </ul>	<p><b>Creating media:</b></p> <ul style="list-style-type: none"> <li>I can identify digital devices that can record sound and play it back</li> <li>I can use a digital device to record a sound</li> <li>I can save a digital recording as a file</li> <li>I can use a digital sound for a purpose</li> </ul>	<p><b>Creating media:</b></p> <ul style="list-style-type: none"> <li>I can compare and identify features in different videos and am able to explain what makes a video effective</li> <li>I can create and save a video using a range of filming techniques including camera angles</li> <li>I can improve green screen clips using animated backgrounds</li> </ul>	<p><b>Creating media:</b></p> <ul style="list-style-type: none"> <li>I can create a video combining my skills of sound and features to make an effective video</li> <li>I can use the green screen masking tool</li> <li>I can explore a website and discuss different types of media used</li> <li>I can recognise common features of a web page</li> <li>I can explain the meaning of the word copyright and can find copyright images online</li> <li>I understand what is meant by the term 'fair use'</li> <li>I can create my own webpage using google sites.</li> </ul>
<b>Computer Science</b>				
	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>I can plan, write, evaluate, and edit a sequence of instructions for an everyday task</li> <li>I can explore and understand a programming environment (scratch)</li> <li>I can recognise commands are represented as blocks</li> <li>I can create and build a sequence of connected commands</li> <li>I can implement my algorithm as code</li> </ul>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>I can use repetition and loops in programming (Logo/Scratch)</li> <li>I can begin programme a computer by typing commands (Logo)</li> <li>I can begin programme a computer using block commands (Scratch)</li> <li>I can write an algorithm to produce a given outcome using repetition and loops</li> <li>I can develop my program by debugging it</li> </ul>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>I can identify and modify a condition in a programme</li> <li>I can identify the condition in an 'if.... then...else' statement</li> <li>I can write an algorithm to produce a given outcome using a condition block</li> <li>I can use logical reasoning to detect and correct errors in algorithms</li> <li>I can design a programme which uses selection</li> </ul>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>I understand a variable is something that can be changed</li> <li>I can create a variable to be used in a game</li> <li>Write precise algorithms for use when programming</li> <li>I can apply my knowledge of programming to a new environment</li> <li>I can write a programme that uses inputs and outputs on a controllable device</li> </ul>

		<ul style="list-style-type: none"> <li>I can identify patterns in a sequence</li> <li>I can use a count-controlled loop to produce a given outcome</li> </ul>		<ul style="list-style-type: none"> <li>I can critically evaluate my programme</li> </ul>
	<p><b>Computer systems and networks:</b></p> <ul style="list-style-type: none"> <li>I understand that <b>computers</b> (in various forms) generally accept <b>inputs</b> and produce <b>outputs</b> and can give examples of this.</li> <li>I can classify input and output devices</li> </ul>	<p><b>Computer systems and networks:</b></p> <ul style="list-style-type: none"> <li>I know how computers can be linked to form a <b>local network</b> such as those found in schools.</li> </ul>	<p><b>Computer systems and networks:</b></p> <ul style="list-style-type: none"> <li>I know that there is a difference between the <b>Internet</b> and the <b>World Wide Web</b> and understand that the web is just one of the services offered by the Internet (as well as, e.g. <b>email</b> and <b>VoIP services</b> such as Skype).</li> </ul>	<p><b>Computer systems and networks:</b></p> <ul style="list-style-type: none"> <li>I understand and can explain how <b>computer networks</b> work, including the <b>Internet</b>. They begin to understand how <b>data</b> travels across <b>networks</b> in <b>packets</b> and how these can be broken up and reconstructed.</li> </ul>



**Sticky Knowledge Year 3**

<b>Autumn 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I can contribute to a class discussion to create e – safety rules</li> <li>B. I know how to use technology safely</li> <li>C. I know what inappropriate behaviour looks like in school</li> <li>D. I know who to report concerns and inappropriate behaviour to in school</li> <li>E. I know how to report concerns and inappropriate behaviour in school</li> <li>F. I know who my trusted adults are in school and outside of school.</li> </ul>		<ul style="list-style-type: none"> <li>A. I know what a sequence is</li> <li>B. I know how to write instructions for a task</li> <li>C. I can plan, write, evaluate, and edit a sequence of instructions for an everyday task</li> <li>D. I know what an input is</li> <li>E. I know what an output is</li> <li>F. I can categorise inputs and outputs</li> <li>G. I know that a technology uses inputs and outputs</li> </ul>
<b>Autumn 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know what a device is</li> <li>B. I know how devices can collect information</li> <li>C. I know that devices can share information that is collected (link to previous term of information sharing)</li> <li>D. I know that sharing certain information is dangerous</li> <li>E. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know that a keyboard is an input</li> <li>B. I know that typing on a keyboard creates an input</li> <li>C. I can present information by typing on a keyboard</li> <li>D. I know that I can type on a range of software</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what programming is</li> <li>B. I know that computers understand programming language</li> <li>C. I know that blocks are used to create a language for computers</li> <li>D. I know a programming environment is</li> </ul>
<b>Spring 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know that passwords are used to keep information safe</li> <li>B. I know that passwords protect private information</li> <li>C. I know that I do not share passwords with other people</li> <li>D. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know that excel is used for data</li> <li>B. I can collect information to input into a computer</li> <li>C. I can present data in a spreadsheet</li> <li>D. I know why I would use excel to present data</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what commands are</li> <li>B. I know that a computer uses commands to carry out tasks</li> <li>C. I know that a command can be represented as a block</li> <li>D. I know that command blocks can be linked together to create a task</li> </ul>

Spring 2		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
<p>A. I know what personal information is</p> <p>B. I know what personal information can be shared safely</p> <p>C. I know who I can trust to share personal information with online</p> <p>I know how to use technology safely</p>	<p>A. I know that the web is made up of a collection of websites</p> <p>B. I know how to use a search engine to navigate the web</p> <p>C. I can use the web to collect information and media</p> <p>D. I can use a range of programmes to present information</p> <p>E. I can use a range of functions to present information</p> <p>F. I can save my work</p>	<p>A. I know that commands are a language used in computing</p> <p>B. I know how to use command blocks to complete a task</p> <p>C. I can build command blocks</p> <p>D. I can use command blocks in a sequence</p> <p>E. I can create command blocks that can connect</p>
Summer 1		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
<p>A. I know what an avatar is</p> <p>B. I know that an avatar can represent me online</p> <p>C. I know that an avatar can be changed for different reasons</p> <p>D. I know what avatars can represent</p> <p>E. I know when to use an avatar</p> <p>F. I know how to use technology safely</p>		<p>A. I know that an algorithm is a set of instructions</p> <p>B. I know that an algorithm can be made up of command blocks</p> <p>C. I can write an algorithm using command blocks</p> <p>D. I can implement my algorithm into a coding programme</p> <p>E. I can write an algorithm to achieve an intended goal</p> <p>F. I can write an algorithm that includes directional movement</p>
Summer 2		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
<p>A. I know what digital technology is</p> <p>B. I know how to use technology safely</p> <p>C. I know how to be respectful when using technology</p> <p>D. I know how to show respect to other people online</p> <p>E. I know what inappropriate behaviour looks like in school</p> <p>F. I know who to report concerns and inappropriate behaviour to in school</p>	<p>A. I know there are different types of media</p> <p>B. I know what media means</p> <p>C. I can create media using technology</p> <p>D. I can use software to add to my media document</p> <p>E. I know that paint is software</p>	

<p>G. I know how to report concerns and inappropriate behaviour in school</p> <p>H. I know who my trusted adults are in school and outside of school</p>		
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**Sticky Knowledge Year 4**

**Autumn 1**

<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<p>A. I can contribute to a class discussion to create e – safety rules</p> <p>B. I know how to use technology safely</p> <p>C. I know what acceptable and unacceptable behaviour is when using technology</p> <p>D. I know what inappropriate behaviour looks like in school</p> <p>E. I know who to report concerns and inappropriate behaviour to in school and at home</p> <p>F. I know how to report concerns and inappropriate behaviour in school and at home</p> <p>G. I know who my trusted adults are in school and outside of school</p>		<p>A. I know the purpose of programming</p> <p>B. I know I use programming in technology</p> <p>C. I can use text commands to programme</p> <p>D. I can include repetition in programming using text commands</p> <p>E. I can include loops in programming using text commands</p> <p>F. I can identify problems in an algorithm</p> <p>G. I can debug an algorithm</p> <p>H. I know what a network is</p> <p>I. I know how computers can link to form a network</p> <p>J. I know components that make a network</p> <p>K. I know how a network functions</p> <p>L. I know a school uses a local network</p>

**Autumn 2**

<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<p>A. I can demonstrate acceptable behaviour when using the internet</p> <p>B. I know when using the internet my usage can be monitored</p> <p>C. I know that unacceptable behaviour can be traced</p> <p>D. I know how to use technology safely</p>	<p>A. I know that computers use keyboards to input text</p> <p>B. I know that a word document can be used to type words</p> <p>C. I know that I can use tools to edit my typing</p> <p>D. I can edit my typing to adjust text size for a specific reason</p> <p>E. I can use home keys for typing to improve my speed and accuracy</p>	<p>A. I know the purpose of programming</p> <p>B. I know I use programming in technology</p> <p>C. I can use text commands to programme</p> <p>D. I can include repetition in programming using text commands</p> <p>E. I can include loops in programming using text commands</p> <p>F. I can identify problems in an algorithm</p> <p>G. I can debug an algorithm</p> <p>H. I can predict an outcome of an algorithm</p>

		I. I can explain the outcome of an algorithm
<b>Spring 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know why passwords are used</li> <li>B. I know what makes a password strong</li> <li>C. I know that using a variety of letters, numbers and symbols make a password stronger</li> <li>D. I know what personal information is</li> <li>E. I know it is important to keep personal information safe online</li> <li>F. I know strategies to keep personal information safe</li> <li>G. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what a search engine is</li> <li>B. I know there is more than one search engine</li> <li>C. I can use a search engine to search for specific information</li> <li>D. I know that search engines provide information that may not always be useful</li> <li>E. I know how search engines rank information they provide</li> </ul>	<ul style="list-style-type: none"> <li>A. I can programme using block commands</li> <li>B. I can include repetition using block commands</li> <li>C. I can include loops using block commands</li> <li>D. I can identify problems in my algorithm</li> <li>E. I can debug an algorithm to develop my programme</li> </ul>
<b>Spring 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know what an identity is</li> <li>B. I know what an online identity is</li> <li>C. I know that an online identity can be falsely created</li> <li>D. I know that an online identity can be different to real life</li> <li>E. I know the difference between online and real life</li> <li>F. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I can use a search engine to source digital images</li> <li>B. I know text shortcuts to cut, copy and paste</li> <li>C. I can use text shortcuts to cut, copy and paste</li> <li>D. I can cut, copy and paste digital images from one location to another</li> <li>E. I can create a document for a specific reason such as a poster or leaflet</li> </ul>	<ul style="list-style-type: none"> <li>A. I can programme using block commands</li> <li>B. I can include repetition using block commands</li> <li>C. I can include loops using block commands</li> <li>D. I can identify problems in my algorithm</li> <li>E. I can debug an algorithm to develop my programme</li> <li>F. I can predict an outcome of an algorithm</li> <li>G. I can explain the outcome of an algorithm</li> </ul>
<b>Summer 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know why I should not share personal information online</li> <li>B. I know that information about me can be found online</li> <li>C. I know that I can search for information about someone online which can include personal information</li> <li>D. I know that personal information online can be copied</li> <li>E. I know that personal information can be shared</li> </ul>	<ul style="list-style-type: none"> <li>A. I know different types of media</li> <li>B. I know digital devices can record sound and play it back</li> <li>C. I can record sound using a digital device</li> <li>D. I can save a recorded sound using a digital device</li> <li>E. I can record a sound to produce a specific outcome</li> </ul>	

<p>F. I know that personal information can be created online</p> <p>G. I know how sharing certain information online can be unacceptable</p> <p>H. I know how to use technology safely</p>		
<b>Summer 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology(IT)</b>	<b>Computer Science (CS)</b>
<p>A. I know how to use technology safely</p> <p>B. I know what acceptable and unacceptable behaviour means</p> <p>C. I know what acceptable and unacceptable behaviour is when using technology</p> <p>D. I know what inappropriate behaviour looks like in school</p> <p>E. I know who to report concerns and inappropriate behaviour to in school and at home</p>	<p>A. I know what a spreadsheet is</p> <p>B. I know how a questionnaire collects information</p> <p>C. I can create a questionnaire to collect specific information</p> <p>D. I can input data from a questionnaire into a spreadsheet</p> <p>E. I can export data from a spreadsheet into a chart</p> <p>F. I know why data is presented in charts</p> <p>G. I can change data in a spreadsheet</p>	

<b>Sticky Knowledge Year 5</b>		
<b>Autumn 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<p>A. I can contribute to a class discussion to create e – safety rules</p> <p>B. I know how to use technology safely</p> <p>C. I know what acceptable and unacceptable behaviour means</p> <p>D. I know what acceptable and unacceptable behaviour is when using technology</p> <p>E. I know what inappropriate behaviour looks like in a range of contexts</p> <p>F. I know who to report concerns and inappropriate behaviour to a range of contexts</p> <p>G. I know how to report concerns and inappropriate behaviour in a range of contexts</p>	<p>A. I know what WWW is</p> <p>B. I know what the internet is</p> <p>C. I can explain the difference between www and the internet</p> <p>D. I know there are other services the internet can offer</p>	<p>A. I know what a condition is</p> <p>B. I can identify a condition in an algorithm</p> <p>C. I can modify a condition in an algorithm</p>

H. I know who my trusted adults are in school and outside of school		
<b>Autumn 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know what makes a password strong</li> <li>B. I can create a strong password using a variety of numbers, letters and symbols</li> <li>C. I know what personal information is</li> <li>D. I know that some apps and websites may can read personal information</li> <li>E. I know that some apps and websites share personal information they read</li> <li>F. I know that some apps may request payments for additional content</li> <li>G. I know that I need to ask permission from an adult before purchasing content online or in an app</li> <li>H. I can explain why I need permission to make in app purchases</li> </ul>		<ul style="list-style-type: none"> <li>A. I know and can explain what a condition is in programming</li> <li>B. I can identify 'if...then...else' is a condition used in programming</li> </ul>
<b>Spring 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I can use a search engine to search for someone online</li> <li>B. I can collate information about someone from information found online</li> <li>C. I know that information found online about someone may not always be true</li> <li>D. I know that information found about someone online may lead to inaccurate judgements being made</li> <li>E. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know how search engines work</li> <li>B. I know that search engines rank information they provide</li> <li>C. I can explain how information is ranked that a search engine provides</li> <li>D. I know what biased means</li> <li>E. I know that not all digital content is reliable</li> <li>F. I can determine what digital content is reliable</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what a condition block is</li> <li>B. I can write an algorithm using 'if...then...else'</li> <li>C. I can debug an algorithm to develop my programme</li> </ul>
<b>Spring 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>

<ul style="list-style-type: none"> <li>A. I know what an identity is</li> <li>B. I know identity can be used online</li> <li>C. I know that my identity can be altered online</li> <li>D. I know my identity can be modified online</li> <li>E. I know that I need to be a responsible citizen when using my identity online</li> <li>F. I can make responsible choices about my online identity</li> <li>G. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I can identify different features used in videos such as camera angles</li> <li>B. I can compare features of videos</li> <li>C. I know which features of a video are more effective</li> <li>D. I can record a video using effective techniques</li> <li>E. I can upload a video to edit using green screen technology</li> <li>F. I can use green screen technology to add animated backgrounds</li> </ul>	
<b>Summer 1</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know how what an email is</li> <li>B. I know how to use email to communicate</li> <li>C. I can use email safely and responsibly</li> <li>D. I can communicate with another person using email</li> <li>E. I know that email can be used to collect personal information</li> <li>F. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what a hyperlink is</li> <li>B. I can explain why a hyperlink is used</li> <li>C. I can include a hyperlink in a document to direct my audience</li> <li>D. I can import a sound on a document to add effect</li> <li>E. I can organise text on a document to suit a purpose</li> </ul>	
<b>Summer 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology(IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know what acceptable and unacceptable behaviour means</li> <li>B. I know what acceptable and unacceptable behaviour is when using technology</li> <li>C. I know what inappropriate behaviour looks like in a range of contexts</li> <li>D. I know who to report concerns and inappropriate behaviour to a range of contexts</li> <li>E. I know how to report concerns and inappropriate behaviour in a range of contexts</li> <li>F. I know who my trusted adults are in school and outside of school</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what excel is</li> <li>B. I know that excel is used to present data</li> <li>C. I know what formulae means</li> <li>D. I can use pre – loaded formulae to solve calculations</li> <li>E. I can edit cells in a spreadsheet</li> <li>F. I can format difference in a cell</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what is meant by programming</li> <li>B. I know how selection works in programming</li> <li>C. I can design a programme which includes selection</li> </ul>

Sticky Knowledge Year 6		
Autumn 1		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
<ul style="list-style-type: none"> <li>A. I can participate in a class discussion</li> <li>B. I can contribute to a class discussion to create e – safety rules</li> <li>C. I know how to use technology safely</li> <li>D. I know what acceptable and unacceptable behaviour means</li> <li>E. I know what acceptable and unacceptable behaviour is when using technology</li> <li>F. I know what inappropriate behaviour looks like in a variety of contexts</li> <li>G. I know who to report concerns and inappropriate behaviour to a variety of contexts</li> <li>H. I know how to report concerns and inappropriate behaviour in a variety of contexts</li> <li>I. I know who my trusted adults are in school and outside of school</li> </ul>	<ul style="list-style-type: none"> <li>A. I know what a network is</li> <li>B. I know and can explain how a network works</li> <li>C. I know how the internet works</li> <li>D. I know how data travels across networks</li> <li>E. I know how data travels in packets</li> <li>F. I know data packets can be broken and reconstructed</li> </ul>	
Autumn 2		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
<ul style="list-style-type: none"> <li>A. I understand that my actions have consequences</li> <li>B. I know what consequences of actions means</li> <li>C. I know how to be a responsible citizen online</li> <li>D. I know when using my identity online I am creating an online reputation</li> <li>E. I know how to make my online reputation positive</li> <li>F. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know how to use a range of search engines</li> <li>B. I know that search engines provide information</li> <li>C. I know that information provided by a search engine can be inaccurate</li> <li>D. I know that search engines may provide misleading information</li> </ul> <p>I know why a search engine may provide misleading information</p>	<ul style="list-style-type: none"> <li>A. I know how a variable works in coding</li> <li>B. I can create a variable that can be used</li> </ul>
Spring 1		
Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)



<ul style="list-style-type: none"> <li>A. I know that some apps have permissions</li> <li>B. I can explain what app permissions are</li> <li>C. I can give examples of app permissions from apps I use</li> <li>D. I know privacy on apps can be increased</li> <li>E. I can explain how to increase privacy on apps</li> <li>F. I know how to adjust privacy settings</li> <li>G. I can explain why privacy settings are required</li> <li>H. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I know there are a variety of applications to use in technology</li> <li>B. I can select a specific application to demonstrate learning</li> <li>C. I can format text to suit a purpose</li> <li><b>D.</b> I can publish documents to suit audience and purpose</li> </ul>	
<b>Spring 2</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know what online media is</li> <li>B. I know that online media can be used to influence</li> <li>C. I know how online media can shape our ideas about identity</li> <li>D. I know the meaning of gender messages</li> <li>E. I know online media can be used to shape ideas of gender messages</li> </ul>	<ul style="list-style-type: none"> <li>A. I can create a video using my skills of sound and effective features</li> <li>B. I can use green screen technology</li> <li>C. I can use green screen technology to mask a video</li> <li>D. I can use spreadsheets to input data</li> <li>E. I can write a formula in a spreadsheet</li> <li>F. I can write a formula to solve maths challenges</li> <li>G. I can present data in a spreadsheet</li> </ul>	
<b>Summer</b>		
<b>Digital Literacy (DL)</b>	<b>Information Technology (IT)</b>	<b>Computer Science (CS)</b>
<ul style="list-style-type: none"> <li>A. I know why passwords are used</li> <li>B. I know that passwords need to be strong</li> <li>C. I can use strategies to create passwords</li> <li>D. I can manage passwords using a strategy</li> <li>E. I can use strong passwords I have created on a range of online services</li> <li>F. I can explain some emails are not genuine</li> <li>G. I know where spam emails may be found</li> <li>H. I know how to use technology safely</li> </ul>	<ul style="list-style-type: none"> <li>A. I can explore a range of websites and compare media used</li> <li>B. I know features of a website</li> <li>C. I know and can explain what copyright means</li> <li>D. I know what is meant by the term 'fair use'</li> <li>E. I can design and create a website</li> </ul>	