

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	<p>Technology around us (IT)</p> <p>To recognise technology in school and use it responsibly.</p> <p>Using the internet safely (DL)</p>	<p>Photographing everyday objects (IT)</p> <p>To learn how to take photos of everyday objects with distinctive characteristics that children can enhance to tell imaginary stories.</p> <p>To understand different feelings when using the internet (DL)</p>	<p>Moving a robot (CS)</p> <p>To write short algorithms and programs for floor robots, and predict program outcomes</p> <p>To understand how to treat others online (DL)</p>	<p>Digital Painting (IT)</p> <p>To choose appropriate tools in a program to create art, and make comparisons with working non-digitally</p> <p>Posting and sharing online (DL)</p>	<p>Digital Writing (IT)</p> <p>To use a computer to create and format text, before comparing to writing non-digitally.</p> <p>Spaced practice (DL)</p>	<p>Programming animations (CS)</p> <p>To design and program the movement of a character on screen to tell stories.</p> <p>Spaced practice (DL)</p>
Year 2	<p>Information Technology around us (IT)</p> <p>To identify IT and how it is responsible use improves our world in school and beyond.</p> <p>To know what happens when information is posted online (DL)</p>	<p>Understanding Video (IT)</p> <p>To explore the movie making software iMovie and Clips and discover how they can be used to create engaging content</p> <p>To know how to keep things safe and private online (DL).</p>	<p>Pictograms (IT)</p> <p>To collect data in a tally chart and use attributes to organise and present data on a computer.</p> <p>To develop strategies to support safe posting online (DL)</p>	<p>Robot algorithms (CS)</p> <p>To create and debug programs and use logical reasoning to make predictions</p> <p>To understand online consent (DL).</p>	<p>Programming quizzes (CS)</p> <p>To design algorithms and programmes that use events to trigger sequences of code to make interactive quizzes.</p> <p>To develop strategies to check accuracy of online material (DL)</p>	<p>Stop Frame Animation (IT)</p> <p>Children will be introduced to the Keynote application and begin to develop Stop Frame animation in the StopFrame app.</p> <p>Spaced Practice (DL)</p>
Year 3	<p>Developing Video (IT)</p> <p>To develop understanding of iMovie and Clips to further understand how the two applications can be used to create engaging content.</p> <p>To begin to critique the validity of online content (DL).</p>	<p>Events and actions in programs (CS)</p> <p>To write algorithms and programs that use a range of events to trigger sequences of action.</p> <p>To learn that content online can affect your emotions and to develop strategies to deal with those feelings. (DL)</p>	<p>Collage Composition (IT)</p> <p>To design a personalised collage that tells a story about themselves.</p> <p>To understand how to protect your personal information and share information safely. (DL)</p>	<p>Sphero 1 (CS)</p> <p>To explore programming through Sphero.</p> <p>To understand what social media is, the age you should be to use it, and how to use it positively. (DL)</p>	<p>Connecting Computers (IT)</p> <p>To identify digital devices have inputs, processes, and outputs, and how devices can be connected to networks.</p> <p>Spaced Practice (DL)</p>	<p>Branching Databases (IT)</p> <p>To build and use branching databases to group objects using yes/no questions.</p> <p>Spaced Practice (DL)</p>

Year 4	<p>Audio Editing (IT)</p> <p>To capture and edit audio to produce a podcast, ensuring that copyright is considered.</p> <p>To critique the validity of online content by searching a range of sources and platforms. (DL)</p>	<p>Sphero 2 (CS)</p> <p>To develop programming through Sphero</p> <p>To identify, and be weary of, some of the methods companies use to encourage people to buy things online (DL).</p>	<p>Making Music (IT)</p> <p>To explore rhythm as children create their own drumbeat using Drummer and the Beat Sequencer. In addition, children will play touch instruments in GarageBand to explore a chord progression used in many songs.</p> <p>To critique the validity of online content by searching a range of sources and platforms. (DL)</p>	<p>The internet (IT)</p> <p>To recognise the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>To explore the potential benefits and risks of 'bots'. (DL)</p>	<p>Repetition in games (CS)</p> <p>To use block-based programming language to explore count-controlled and infinite loops when creating a game.</p> <p>Spaced Practice (DL)</p>	<p>Data Logging (IT)</p> <p>To recognise how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p>Spaced Practice (DL)</p>
Year 5	<p>Animatics (IT)</p> <p>Children will learn the structure and elements of a film trailer, practise their drawing skills to design their own storyboard before turning their drawings into an animated video.</p> <p>To know how to set permissions on apps to protect your personal information (DL).</p>	<p>Selection in quizzes (CS)</p> <p>To explore selection in programming to design and code an interactive quiz.</p> <p>To understand the positives and negatives of online communication (DL)</p>	<p>Infographics (IT)</p> <p>Children will learn how to create an infographic about a hobby or interest. Learners will design a layout to convey information, organise data to tell a story and create visuals to simplify and represent data</p> <p>To understand what online reputations are (DL)</p>	<p>Systems and searching (IT)</p> <p>Recognising IT systems around us and how they allow us to search the internet.</p> <p>To know strategies to overcome online bullying (DL)</p>	<p>Lego We Do 2 (CS)</p> <p>To use and create programs that include sensors, input and outposts.</p> <p>To develop positive 'online habits' to support health and wellbeing. (DL)</p>	<p>Flat-file databases (IT)</p> <p>To use a database to order data and create charts to answer questions..</p> <p>Spaced practice (DL)</p>
Year 6	<p>Documentaries (IT)</p> <p>Learners will conduct an engaging on-camera interview about an issue in their community. They will learn how to control the focus and exposure</p>	<p>Book Design (IT)</p> <p>Children will learn how to plan, illustrate and publish an art portfolio book of their best work</p>	<p>Computers past, present and future (IT)</p> <p>To explore how technology has advanced and begin to develop an application.</p>	<p>Microbit – Sensing (CS)</p> <p>To design and code a project that captures inputs from a physical device.</p>	<p>Introduction to Spreadsheets (IT)</p> <p>To answer questions by using spreadsheets to organise and calculate data.</p>	<p>Variables in games (CS)</p> <p>To explore variables when designing and coding games.</p>

	<p>settings of the camera app. They will add style to their food through iMovie transitions, titles and other effects.</p> <p>To develop a bank of strategies to manage negative feelings caused online (DL)</p>	<p>To understand the impact and consequences of sharing online (DL)</p>	<p>Potential update to unit with swift playground</p> <p>To understand the importance of creating an online digital reputation (DL)</p>	<p>To understand the importance of capturing proof of online bullying (DL)</p>	<p>To manage personal passwords effectively (DL)</p>	<p>To explore a range of strategies to protect yourself online (DL)</p>
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CS – Computer Science

IT – Information Technology

DL – Digital Literacy

Computer Science – Units where children develop their knowledge of computers, how they are built and configured, data, algorithms and programming. Across these units, children develop their computational thinking and problem solving.

Information Technology – Units where children develop their understanding of and their ability to create digital objects and work with a range of media. Units where children learn about the history of and the impact of computers and technology on the world.

Digital Literacy – Stand alone lessons that are taught at the beginning of each unit to provide children with a toolkit of knowledge and skills to stay safe online