Computing
Progression Map

Level Expected at the End of EYFS

We have selected the most relevant statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs which feed into the programme of study for computing.

For more detail about linked subject progression within the EYFS Framework, please refer to **these documents**.

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught to: • 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 content; • 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.	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.

This PlanIt Deep Dive into Computing: Whole-School Progression Map has been written to support practitioners who have chosen to adopt the PlanIt scheme in part or in full. The curriculum progression map comprehensively shows the progression of computing skills and concepts from year 1 to year 6.

Intent

A high-quality computing curriculum is essential to prepare children for an ever-changing digital world. Through the study of computing, children will have the opportunity to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their digital lives.

Our PlanIt Computing curriculum aims to empower children with essential digital skills and a deep understanding of technology, fostering creativity and computational thinking while also giving them the skills to be a responsible digital citizen.

Children who think computationally are often better able to conceptualise, understand and use computer-based technology. Computational thinking allows us to solve problems, design systems and understand the power and limits of human and machine intelligence.

Our PlanIt Computing units focus on a progression of skills in digital literacy, computer science and information technology to ensure that children become competent in using and understanding technology. We recognise the importance of children understanding how to keep themselves and others safe online. We aim for children to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

We aspire for children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their digital activities. Our curriculum encourages the use of technology to support learning across the entire curriculum and aims to be accessible to every child. We aim for children to become digitally literate and competent end-users of technology who, through our computer science lessons, develop creativity, resilience and a range of problem-solving and critical thinking skills.

Implementation

Each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire children to develop a love of the digital world, see its place in their future. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges.

In KS1, the focus is on exploring and developing the basic skills needed to use technology safely and purposefully. KS1 children will also look at what algorithms are and begin to utilise these in programming. In KS2, lessons will develop their knowledge of computer networks, Internet services and the safe and purposeful use of the Internet and technology. They will also look at algorithms, programming and coding but in a more complex way and for different purposes.

Adult guides are offered in some lessons, enabling staff to feel confident in the progression of skills and knowledge. Whole unit packs also have an assessment spreadsheet provided, ensuring teachers feel confident assessing their class and that learning outcomes have been met. An example of keywords has been included, showing the progression of specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary. We provide a suggested sequence of lessons for each year group, offering structure and narrative. While this sequence is not to be used exclusively, it aims to support teachers' planning.

Impact

Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, while also demonstrating progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality, purposeful products. Children will see the digital world as part of their world, extending beyond school and understand that they have choices to make. They will be confident and respectful digital citizens, going on to lead happy and healthy digital lives.

Information Technology: Multimedia Text and Images

KS1 | LKS2 | UKS2

Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.

KS1 Computing National Curriculum
Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Children can:

- a add text strings, text boxes and show and hide objects and images, manipulating the features;
- b use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;
- c use applications and devices in order to communicate ideas, work, messages and demonstrate control;
- d save, retrieve and organise work;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.

Year 1

	Digital Painting						Computing Skills						Online Safety						Programming Toys						Programming with ScratchJr						Using and Applying						Word Processing Skills					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

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Year 2

	Technology Around Us						Online Safety						Digital Artists						Preparing for Turtle Logo						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying						Using the Internet					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	(a)	(a)	a	a	a	a	a	a	a	a	a	a	(a)	(a)	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	(b)	(b)	(b)	(b)	(b)	(b)	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	(b)	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	(c)	(c)	(c)	(c)	(c)	(c)	c	c	c	c	c	c	c	(c)	c	(c)	(c)	c	c	c	c	c	c	c	(c)	(c)	c	(c)	c	c	c	c	c	(c)	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	(d)	(d)	d	d	(d)	(d)	d	d	d	d	d	d	d	d	d	(d)	d	d	d	d	d	d	(d)	d
	e	e	e	e	e	e	e	e	e	e	e	e	(e)	(e)	(e)	(e)	(e)	(e)	e	e	e	e	e	e	e	e	(e)	e	(e)	(e)	e	e	e	e	e	e	(e)	(e)	(e)	(e)	e	e	e	e	e	e	e	e	e	e

Information Technology: Multimedia Sound and Motion

KS1 | LKS2 | UKS2

Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.

KS1 Computing National Curriculum

Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Children can:

- a use software to record sounds;
- b change sounds recorded;
- c save, retrieve and organise work;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.

Year 1

Digital Painting	Computing Skills	Online Safety	Programming Toys	Programming with ScratchJr	Using and Applying	Word Processing Skills
Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a
b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b
c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c
d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d

Year 2

Technology Around Us	Online Safety	Digital Artists	Preparing for Turtle Logo	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying	Using the Internet
Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a
b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b
c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c
d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d

Information Technology and Digital Literacy: Technology in Our Lives

KS1 | LKS2 | UKS2

Children begin to make links to how they use technology outside of the classroom. They begin to think about the benefits of using technology in their lives, making links to learning about online safety.

KS1 Computing National Curriculum

Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Children can:

- a recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;
- b use links to websites to find information;
- c recognise age-appropriate websites;
- d use safe search filters;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, Internet, subject, address, communicate, sender, safe, secure.

Year 1

Digital Painting						Computing Skills						Online Safety						Programming Toys						Programming with ScratchJr						Using and Applying						Word Processing Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:												Lesson Number:											
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6							1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

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Year 2

	Technology Around Us						Online Safety						Digital Artists						Preparing for Turtle Logo						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying						Using the Internet					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

Computer Science: Coding and Programming

KS1 | LKS2 | UKS2

Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them.

KS1 Computing National Curriculum

Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.

Children can:

- a give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;
- b control the nature of events: repeat, loops, single events and add and delete features;
- c give a set of instructions to follow and predict what will happen;
- d improve/change their sequence of commands by debugging;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.

Year 1

	Digital Painting						Computing Skills						Online Safety						Programming Toys						Programming with ScratchJr						Using and Applying						Word Processing Skills					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

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- e use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.

Year 2

	Technology Around Us						Online Safety						Digital Artists						Preparing for Turtle Logo						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying						Using the Internet					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

Digital Literacy: Online Safety

KS1 | LKS2 | UKS2

Children begin to consider their activity on the Internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the Internet and decide what to do next.

KS1 Computing National Curriculum

Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Children can:

- a identify what things count as personal information;
- b identify what is appropriate and inappropriate behaviour on the Internet;
- c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;
- d seek help from an adult when they see something that is unexpected or worrying;
- e demonstrate how to safely open and close applications and log on and log off from websites;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, Internet.

Year 1

Digital Painting						Computing Skills						Online Safety						Programming Toys						Programming with ScratchJr						Using and Applying						Word Processing Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

Digital Literacy: Online Safety

KS1 | LKS2 | UKS2

Children begin to consider their activity on the Internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the Internet and decide what to do next.

KS1 Computing National Curriculum

Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Children can:

- a identify what things count as personal information;
- b identify what is appropriate and inappropriate behaviour on the Internet;
- c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;
- d seek help from an adult when they see something that is unexpected or worrying;
- e demonstrate how to safely open and close applications and log on and log off from websites;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, Internet.

Year 2

	Technology Around Us						Online Safety						Digital Artists						Preparing for Turtle Logo						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying						Using the Internet					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

Information Technology: Multimedia Text and Images

KS1 | LKS2 | UKS2

Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.

KS2 Computing National Curriculum

Children 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. They 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.

Children can:

- a create different effects with different technological tools, demonstrating control;
- b use appropriate keyboard commands to amend text on a device;
- c use applications and devices in order to communicate ideas, work, and messages;
- d save, retrieve and evaluate work, making amendments;
- e insert a picture, text, graph or hyperlink from the Internet or a personal file;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.

Year 3

	Online Searchers and Surfers						Coding with Scratch: Learning Loops						Branching Databases						Drawing and Desktop Publishing						Online Safety						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying Skills						Word Processing					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Text and Images

KS1 | LKS2 | UKS2

Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.

KS2 Computing National Curriculum

Children 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. They 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.

Children can:

- a create different effects with different technological tools, demonstrating control;
- b use appropriate keyboard commands to amend text on a device;
- c use applications and devices in order to communicate ideas, work, and messages;
- d save, retrieve and evaluate work, making amendments;
- e insert a picture, text, graph or hyperlink from the Internet or a personal file;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.

Year 4

Communication and Collaboration						Coding with Scratch: Questions and Quizzes						Animation						Online Safety						Programming Turtle Logo						Using and Applying Skills						Word Processing					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Sound and Motion

KS1 | **LKS2** | UKS2

Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.

KS2 Computing National Curriculum

Children 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.

Children can:

- a use software to record, create and edit sounds and capture still images;
- b change recorded sounds, volume, duration and pauses;
- c use software to capture video for a purpose;
- d crop and arrange clips to create a short film;
- e plan an animation and move items within each animation for playback;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.

Year 3

Online Searchers and Surfers						Coding with Scratch: Learning Loops						Branching Databases						Drawing and Desktop Publishing						Online Safety						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying Skills						Word Processing					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	(a)	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	(b)	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	(f)	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Sound and Motion

KS1 | **LKS2** | UKS2

Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.

KS2 Computing National Curriculum

Children 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.

Children can:

- a use software to record, create and edit sounds and capture still images;
- b change recorded sounds, volume, duration and pauses;
- c use software to capture video for a purpose;
- d crop and arrange clips to create a short film;
- e plan an animation and move items within each animation for playback;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.

Year 4

Lesson Number:						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	(a)	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	(c)	c	(c)	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	(d)	d	(d)	(d)	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	(e)	(e)	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	(f)	(f)	(f)	(f)	(f)	(f)	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
																														National curriculum aims covered in this unit will depend on project chosen.												

Information Technology: Handling Data

KS1 | **LKS2** | UKS2

Children begin to explore expressing information in tables, sorting and organising information for others to be able to understand.

KS2 Computing National Curriculum

Children 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.

Children can:

- **a** talk about the different ways data can be organised;
- **b** sort and organise information to use in other ways;
- **c** search a ready-made database to answer questions;
- **d** use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.

Year 3

Online Searchers and Surfers	Coding with Scratch: Learning Loops	Branching Databases	Drawing and Desktop Publishing	Online Safety	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying Skills	Word Processing
Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a
b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b
c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c
d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d

National curriculum aims covered in this unit will depend on project chosen.

Year 4

Communication and Collaboration	Coding with Scratch: Questions and Quizzes	Animation	Online Safety	Programming Turtle Logo	Using and Applying Skills	Word Processing
Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:	Lesson Number:
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a a a a
b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b (b) b b
c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c
d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d (d) d d

National curriculum aims covered in this unit will depend on project chosen.

Information Technology and Digital Literacy: Technology in Our Lives

KS1 | **LKS2** | UKS2

Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails.

KS2 Computing National Curriculum

Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.

Children can:

- a explain ways to communicate with others online;
- b describe the World Wide Web as the part of the Internet that contains websites;
- c add websites to a favourites list;
- d use search tools to find and use an appropriate website and content;
- e use strategies to improve results when searching online;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, Internet, World Wide Web, social media.

Year 3

	Online Searchers and Surfers	Coding with Scratch: Learning Loops	Branching Databases	Drawing and Desktop Publishing	Online Safety	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying Skills	Word Processing
Lesson Number: 1	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f
Lesson Number: 2	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f
Lesson Number: 3	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f
Lesson Number: 4	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f
Lesson Number: 5	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f
Lesson Number: 6	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f	a, b, c, d, e, f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology and Digital Literacy: Technology in Our Lives

KS1 | **LKS2** | UKS2

Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails.

KS2 Computing National Curriculum

Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.

Children can:

- a explain ways to communicate with others online;
- b describe the World Wide Web as the part of the Internet that contains websites;
- c add websites to a favourites list;
- d use search tools to find and use an appropriate website and content;
- e use strategies to improve results when searching online;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, Internet, World Wide Web, social media.

Year 4

	Communication and Collaboration						Coding with Scratch: Questions and Quizzes						Animation						Online Safety						Programming Turtle Logo						Using and Applying Skills						Word Processing					
Lesson Number:																																										
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
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f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Computer Science: Coding and Programming

KS1 | **LKS2** | UKS2

Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.

KS2 Computing National Curriculum

Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Children can:

- **a** use logical thinking to solve an open-ended problem by breaking it up into smaller parts;
- **b** write a program, putting commands into a sequence to achieve a specific outcome;
- **c** give a set of instructions to follow and predict what will happen;
- **d** keep testing a program and recognise when it needs to be debugged;
- **e** use variables to create an effect, e.g. repetition, if, when, loop;
- **f** use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.

Year 3

Online Searchers and Surfers						Coding with Scratch: Learning Loops						Branching Databases						Drawing and Desktop Publishing						Online Safety						Presentation Skills						Programming Turtle Logo and Scratch						Using and Applying Skills						Word Processing					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
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National curriculum aims covered in this unit will depend on project chosen.

Computer Science: Coding and Programming

KS1 | **LKS2** | UKS2

Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.

KS2 Computing National Curriculum

Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Children can:

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- b write a program, putting commands into a sequence to achieve a specific outcome;
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- d keep testing a program and recognise when it needs to be debugged;
- e use variables to create an effect, e.g. repetition, if, when, loop;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.

Year 4

Communication and Collaboration						Coding with Scratch: Questions and Quizzes						Animation						Online Safety						Programming Turtle Logo						Using and Applying Skills						Word Processing					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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National curriculum aims covered in this unit will depend on project chosen.

Digital Literacy: Online Safety

KS1 | **LKS2** | UKS2

Children become more aware of their digital footprint by reflecting on their experience on the Internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.

KS2 Computing National Curriculum

Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Children can:

- a reflect on their own digital footprint and behaviour online;
- b identify what is appropriate and inappropriate behaviour on the Internet, recognising the term cyberbullying;
- c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;
- d seek help from an adult when they see something that is unexpected or worrying;
- e demonstrate understanding of age-appropriate websites and adverts;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, Internet, World Wide Web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.

Year 3

	Online Searchers and Surfers	Coding with Scratch: Learning Loops	Branching Databases	Drawing and Desktop Publishing	Online Safety	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying Skills	Word Processing
Lesson Number:	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a	a a a a a a	a a a a a a	a a a a a a	a a a a a a	a a a (a) (a) (a)	a a a a a a	a a a a a a	a a a a a a	a a a a a a
b	b b b b b b	b b b b b b	b b b b b b	b b b b b b	(b) b b b (b) b	b b b b b b	b b b b b b	b b b b b b	b b b b b b
c	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c (c) (c) c (c)	c c c c c c	c c c c c c	c c c c c c	(c) c c c c c
d	d d (d) d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d
e	e e (e) e e e	e e e e e e	e e e e e e	e e e e e e	e (e) e e e e	e e e e e e	e e e e e e	e e e e e e	e e e e e e
f	f f f (f) (f) (f)	f f f f f f	f f f f f f	f f f f f f	(f) (f) (f) (f) (f) (f)	f f f f f f	f f f f f f	f f f f f f	(f) f f f f f

National curriculum aims covered in this unit will depend on project chosen.

Online Safety

KS1 | **LKS2** | UKS2

Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.

KS2 Computing National Curriculum

Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Children can:

- a reflect on their own digital footprint and behaviour online;
- b identify what is appropriate and inappropriate behaviour on the Internet, recognising the term cyberbullying;
- c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;
- d seek help from an adult when they see something that is unexpected or worrying;
- e demonstrate understanding of age-appropriate websites and adverts;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, Internet, World Wide Web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.

Year 4

Communication and Collaboration						Coding with Scratch: Questions and Quizzes						Animation						Online Safety						Programming Turtle Logo						Using and Applying Skills						Word Processing					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
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e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Text and Images

KS1 | LKS2 | UKS2

Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.

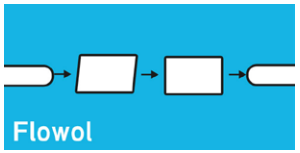
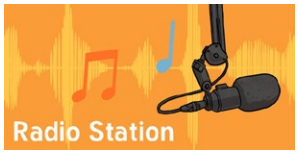
KS2 Computing National Curriculum

Children 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.

Children can:

- a use the skills already developed to create content using unfamiliar technology;
- b select, use and combine the appropriate technology tools to create effect;
- c review and improve their own work and support others to improve their work;
- d save, retrieve and evaluate their work, making amendments;
- e insert a picture, text, graph or hyperlink from the Internet or personal file;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.

Year 5

																																			
Lesson Number:						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
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f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Text and Images

KS1 | LKS2 | UKS2

Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.

KS2 Computing National Curriculum

Children 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.

Children can:

- a use the skills already developed to create content using unfamiliar technology;
- b select, use and combine the appropriate technology tools to create effect;
- c review and improve their own work and support others to improve their work;
- d save, retrieve and evaluate their work, making amendments;
- e insert a picture, text, graph or hyperlink from the Internet or personal file;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.

Year 6

	Know Your Network	Coding with Scratch: Animated Stories	3D Modelling	Kodu Programming	Online Safety	Film-Making	Spreadsheets	Using and Applying Skills
Lesson Number:	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
a	a a a a a a	a a a a a a	(a) (a) (a) (a) (a) (a)	a a a a a a	a a a a a a	(a) a (a) a a a	a a a a a a	a a a a a a
b	b b b b b b	b b b b b b	(b) (b) (b) (b) (b) (b)	b b b b b b	b b b b b b	b b b b b b	b b b b b b	b b b b b b
c	c c c c c c	c c c c c c	c c c c c (c)	c c c c c c	c c c c c c	c c c c c c	c c c c c c	c c c c c c
d	d d d d d d	d d d d d d	d d d d d (d)	d d d d d d	d d d d d d	d d d d d d	d d d d d d	d d d d d d
e	e e e e e e	e e e e e e	e e e e e e	e e e e e e	e e e e e e	e e e e e e	e e e e e e	e e e e e e
f	f f f f f f	f f f f f f	(f) (f) (f) (f) (f) (f)	f f f f f f	f f f f f f	f f f f f f	f f f f f f	f f f f f f

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Sound and Motion

KS1 | LKS2 | **UKS2**

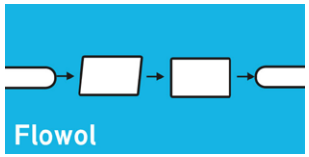
Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made.

KS2 Computing National Curriculum
Children 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.

Children can:

- a collect audio from a variety of resources including own recordings and Internet clips;
- b use a digital device to record sounds and present audio;
- c trim, arrange and edit audio levels to improve quality;
- d publish their animation and use a movie editing package to edit/refine and add titles;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.

Year 5

																																			
Lesson Number:						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Multimedia Sound and Motion

KS1 | LKS2 | **UKS2**

Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made.

KS2 Computing National Curriculum
Children 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.

Children can:

- a collect audio from a variety of resources including own recordings and Internet clips;
- b use a digital device to record sounds and present audio;
- c trim, arrange and edit audio levels to improve quality;
- d publish their animation and use a movie editing package to edit/refine and add titles;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.

Year 6

	Know Your Network						Coding with Scratch: Animated Stories						3D Modelling						Kodu Programming						Online Safety						Film-Making						Spreadsheets						Using and Applying Skills					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Handling Data

KS1 | LKS2 | **UKS2**

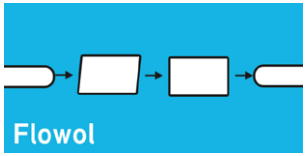
Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.

KS2 Computing National Curriculum
Children 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.

Children can:

- a construct data on the most appropriate application;
- b know how to interpret data, including spotting inaccurate data and comparing data;
- c use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;
- d add data to an existing database;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.

Year 5

																																			
Lesson Number:						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**						**Lesson Number:**					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
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e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

National curriculum aims covered in this unit will depend on project chosen.

Information Technology: Handling Data

KS1 | LKS2 | **UKS2**

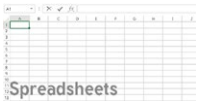
Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.

KS2 Computing National Curriculum
Children 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.

Children can:

- a construct data on the most appropriate application;
- b know how to interpret data, including spotting inaccurate data and comparing data;
- c use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;
- d add data to an existing database;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.

Year 6

																																															
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
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e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e

National curriculum aims covered in this unit will depend on project chosen.

Information Technology and Digital Literacy: Technology in Our Lives

KS1 | LKS2 | UKS2

Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites.

KS2 Computing National Curriculum
Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.

Children can:

- a search for information using appropriate websites and advanced search functions within Google;
- b use strategies to check the reliability of information (cross-check with another source such as books);
- c talk about the way search results are selected and ranked;
- d check the reliability of a website, including the photos on site;
- e tell you about copyright and acknowledge the sources of information;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: World Wide Web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar;
- g g can understand and describe different computer networks, including the Internet and World Wide Web.

Year 5

Strategic Searching Online						Coding with Scratch: Developing Games						Flowol						Online Safety						Radio Station						Using and Applying Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g

National curriculum aims covered in this unit will depend on project chosen.

Information Technology and Digital Literacy: Technology in Our Lives

KS1 | LKS2 | UKS2

Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites.

KS2 Computing National Curriculum
Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.

Children can:

- a search for information using appropriate websites and advanced search functions within Google;
- b use strategies to check the reliability of information (cross-check with another source such as books);
- c talk about the way search results are selected and ranked;
- d check the reliability of a website, including the photos on site;
- e tell you about copyright and acknowledge the sources of information;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: World Wide Web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar;
- g g can understand and describe different computer networks, including the Internet and World Wide Web.

Year 6

Know Your Network						Coding with Scratch: Animated Stories						3D Modelling						Kodu Programming						Online Safety						Film-Making						Spreadsheets						Using and Applying Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	(a)	a	a	a	a	a	(a)	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	(b)	b	b	b	b	b	(b)	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	(c)	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	(e)	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
(f)	(f)	(f)	(f)	(f)	(f)	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	(f)	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
(g)	(g)	(g)	(g)	(g)	(g)	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g

National curriculum aims covered in this unit will depend on project chosen.

Computer Science: Coding and Programming

KS1 | LKS2 | UKS2

Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to explain the outcome of an algorithm with confidence and accuracy.

KS2 Computing National Curriculum

Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Children can:

- a use external triggers and infinite loops to demonstrate control;
- b follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;
- c use conditional statements and edit variables;
- d decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;
- e keep testing a program and recognise when it needs to be debugged;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.

Year 5

Strategic Searching Online						Coding with Scratch: Developing Games						Flowol						Online Safety						Radio Station						Using and Applying Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.

Computer Science: Coding and Programming

KS1 | LKS2 | **UKS2**

Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to explain the outcome of an algorithm with confidence and accuracy.

KS2 Computing National Curriculum

Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Children can:

- a use external triggers and infinite loops to demonstrate control;
- b follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;
- c use conditional statements and edit variables;
- d decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;
- e keep testing a program and recognise when it needs to be debugged;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.

Year 6

(Circled aims shown in bold.)

Unit	Lesson Number: 1	2	3	4	5	6
Know Your Network	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f
Coding with Scratch: Animated Stories	a **b** c d **e** **f**	**a** **b** c d **e** **f**	a **b** c **d** **e** **f**	a **b** c **d** **e** **f**	a **b** c d **e** **f**	a **b** c d **e** **f**
3D Modelling	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f
Kodu Programming	a b c **d** **e** **f**	a **b** c **d** e **f**	a **b** **c** **d** **e** **f**	a b c **d** **e** **f**	a b c **d** **e** **f**	**a** **b** **c** d **e** **f**
Online Safety	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f
Film-Making	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f
Spreadsheets	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f
Using and Applying Skills	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f	a b c d e f

National curriculum aims covered in this unit will depend on project chosen.

Digital Literacy: Online Safety

KS1 | LKS2 | UKS2

Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.

Computing National Curriculum

Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Children can:

- a protect their password and other personal information;
- b be a good online citizen and friend;
- c judge what sort of privacy settings might be relevant to reducing different risks;
- d seek help from an adult when they see something that is unexpected or worrying;
- e discuss scenarios involving online risk;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.v

Year 5

	Strategic Searching Online						Coding with Scratch: Developing Games						Flowol						Online Safety						Radio Station						Using and Applying Skills					
Lesson Number:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
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National curriculum aims covered in this unit will depend on project chosen.

Digital Literacy: Online Safety

KS1 | LKS2 | UKS2

Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.

KS2 Computing National Curriculum

Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Children can:

- a protect their password and other personal information;
- b be a good online citizen and friend;
- c judge what sort of privacy settings might be relevant to reducing different risks;
- d seek help from an adult when they see something that is unexpected or worrying;
- e discuss scenarios involving online risk;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.

Year 6

Know Your Network						Coding with Scratch: Animated Stories						3D Modelling						Kodu Programming						Online Safety						Film-Making						Spreadsheets						Using and Applying Skills					
Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:						Lesson Number:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	(a)	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	(d)	(d)	d	(d)	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	(e)	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	(e)	(e)	(e)	(e)	(e)	(e)	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	(f)	(f)	(f)	(f)	(f)	(f)	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

National curriculum aims covered in this unit will depend on project chosen.