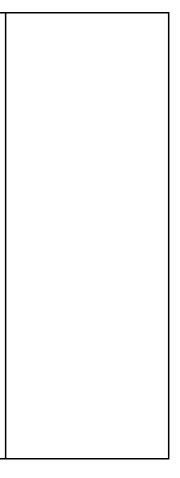


St. Mary's Catholic Federation



Long Term Plan - Computing 2023-24						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the year:	Improving Mouse Skills	What is a computer?	CS First Characterisation	HTML- Discovery Education Coding 2.0	We are architects	CS First Pitch your Passion
Skills:	NC: Use technology	NC: Use technology	Link to English		Links with Art	
Find on and off	purposefully to create,	purposefully to create,		Link to - Digital Literacy		Linked to History and
switch/button.	organise, store, manipulate	organise, store, manipulate	NC: Use technology safely,		NC: Design, write and debug	French
	and retrieve digital	and retrieve digital	respectively and	NC: Use search	programs that accomplish	
Select and use appropriate buttons on technology.	content	content.	responsibly.	technologies effectively,	specific goals, including controlling or simulating	NC:Use technology safely respectively and
	Recognise common uses of	Use logical reasoning to	Use sequence, selection	Appreciate how results are	physical systems (Virtual	responsibly.
Take pictures using the	information technology	predict the behaviour of	and repetition in	selected and ranked and be	systems.	
Pad.	beyond school	simple programs	programs; work with variables and various	discerning in evaluating digital content.	Solve problems by	Design, write and debug programs that accomplish
_earning how to operate a	Use technology safely and	Recognise common uses of	forms of input and output.	_	decomposing them into	specific goals.
camera to take	respectfully, keeping	information technology		Use technology safely,	smaller parts.	
photographs of meaningful	personal information	beyond school	Design, write and debug	respectively and		Solve problems by
creations or moments.	private; identify where to		programs that accomplish	responsibly; recognise	Use logical reasoning to	decomposing them into
	go for help and support	Skills:	specific goals.	acceptable/unacceptable	explain how simple	smaller parts.
Learning how to explore	when they have concerns	Understanding what a		behaviour; identify a	algorithms work and	
and tinker with hardware	about content or contact	computer is and that it's	Skills:	range of ways to report	detect and correct errors	Use sequence, selection
to develop familiarity and	on the internet or other	made up of different	Write ordered instructions	concerns about content	in algorithms and	and repetition in
ntroduce relevant vocabulary.	online technologies.	components.	to scripts, they're making use of sequence in	and contact	programs.	programs; work with variables and various
	E-safety	Recognising that buttons	programs.	Design, write and debug	Select use and combine a	forms of input and outpu
Recognising and	Skills:	cause effects and that		programs that accomplish	variety of software on a	
dentifying familiar	Learning how to explore	technology follows	Use logical reasoning to	specific goals.	range of digital devices to	Use logical reasoning to
etters and numbers on a	and tinker with hardware	instructions.	explain how some simple	Understand commuters	design and create a range	explain how simple algorithms work and
keyboard.	to find out how it works.	Learning how we know that	algorithms work,	Understand computer networks including the	of programs, systems, and content that accomplish	detect and correct error
Developing basic mouse		technology is doing what	Debug their scripts, detect	internet: how they provide	given goals.	in algorithms and
skills such as moving and	Learning where keys are	we want it to do via its	and correct errors in	multiple services, such as	given gouls.	programs.
clicking.	located on the keyboard.	output.	algorithms and programs.	the world wide web: and	Skills:	programs.
	· · · · · · · · · · · · · · · · · · ·			the opportunities they		Skills:
Using logical reasoning to	Using a basic range of	Using greater control	E-Safety	offer in communication	Understand the work of	
Inderstand simple	tools within graphic	when taking photos with		and collaboration	architects, designers and	Create a project about a
nstructions and predict	editing software.	cameras, tablets or			engineers working in 3D,	issue or cause related to
the outcome.	Developing control of the	computers.		Skills:	develop familiarity with a simple Sketchup for	the history topic.
Following instructions as	mouse through dragging,	Developing word		Design structured and	schools) tool within G-	Use event blocks, loops,
part of practical activities	clicking and resizing of	processing skills, including		presented HTML mark-up	Suite to develop spatial	sequence, motion, add-on
and games.	images to create	altering text, copying and		and CSS.	awareness by exploring	features and conditional
and the second second	different effects.	pasting and using keyboard			and experimenting with a	statements to create an
Learning to give simple	Developing understanding	shortcuts.		Add tags, images and links	3D virtual environment	animated scratch projec
nstructions.	of different software	Licino word processing		to bring your own web pages to life.	and develop greater	Translate Scratch
Experimenting with	tools.	Using word processing software to type and		10 11 6.	aesthetic awareness.	messages into other
programming a Bee-bot		reformat text.		Use logical reasoning to	E-Safety	languages E.g. French
and learning how to give	Recognising devices that			explain how simple	Typing skills	
simple commands.	are connected to the	Creating and labelling		algorithms work	. / Fing on ind	E-Safety
	internet.	images.		<u></u>		/
Learning to debug				Detect and correct errors		
nstructions, with the help	Logging in and out.	Learning how computers		in algorithms and programs		
of an adult, when things go		are used in the wider		Understand computer		

· · · · · · · · · · · · · · · · · · ·	·			
Recognising that a range of technology is used for different purposes.		E-Safety	E-Safety Typing skills	
Learning to log in and log out.				



Algorithms Unplugged	Algorithms and Debugging	We are network	We are toy designers	CS First - Art
NC:Understand what	NC: Understand what	engineers	Links to English	Link to Art and History
algorithms are; how they	algorithms are, how they	Links to E-Safety		2. In to the tand the forty
are implemented as	are implemented as programs on digital	NC: Understand computer	NC: Use technology safely, respectively and	NC: Design, write and debug programs that
programs on digital devices; and that	devices, and that	NC: Understand computer networks including the	responsibly.	accomplish specific goals.
programs execute by	programs execute by	internet: how they provide		
following precise and unambiguous instructions	following precise and unambiguous instructions	multiple services, such as the world wide web: and	Design, write and debug programs that accomplish	Solve problems by decomposing them into
		the opportunities they	specific goals.	smaller parts.
Create and debug simple	Create and debug simple	offer in communication	Color model and have	the lost of a sector to the
programs	programs	and collaboration	Solve problems by decomposing them into	Use logical reasoning to explain how simple
Use logical reasoning to	Use logical reasoning to	Use technology safely,	smaller parts.	algorithms work and
predict the behaviour of simple programs	predict the behaviour of simple programs	respectively and responsibly.	Skills: Select, use and	detect and correct errors in algorithms and
	simple programs	responsibly.	combine a variety of	programs
Skills:	Skills:	Skills:	software (including internet	
Recognising that some devices are input devices	Developing confidence with the keyboard and the	Understand the physical hardware connections	services) on a range of digital devices to design and	Use sequence, selection and repetition in
and others are output	basics of touch typing.	necessary for computer	create a range of programs,	programs; work with
devices.	Articulating what	networks to work,	systems and content that accomplish given goals,	variables and various forms of input and output
Learning that	decomposition is.	Understand some features	including collecting,	forms of input and output
decomposition means breaking a problem down		of internet protocols,	analysing, evaluating and	Use technology safely,
into smaller parts.	Decomposing a game to predict the algorithms	understand some diagnostic tools for	presenting data and information	respectively and responsibly: recognise
	used to create it.	investigating network		acceptable/unacceptable
Using decomposition to solve unplugged	Learning that there are	connections,		behaviour: identify a range of ways to report
challenges.	different levels of	Develop a basic		concerns about content
Developing the skills	abstraction.	understanding of how		and contact.
associated with	Explaining what an	domain names are converted to IP		Skills:
sequencing in unplugged	algorithm is.	addresses.		
activities.	Following an algorithm.	E-Safety		Create animations, interactive artwork,
Following a basic set of	r onowing an algor min.	L-Outery		photograph filters using
instructions.	Creating a clear and			multiple frames, famous
Assembling instructions	precise algorithm.			paintings talk, interactive graffiti, use pixels and 'if
into a simple algorithm.	Learning that programs			else' statements and build
Learning to debug	execute by following precise instructions.			their own architecture.
instructions when things				Use programming,
go wrong.	Incorporating loops within algorithms.			sequencing, loops, events, variables, conditionals and
Learning to debug an	agor mina.			cloning for their
algorithm in an unplugged scenario.	Using logical thinking to			interactive artwork and
	explore software, predicting, testing and			animations.
E-Safety	explaining what it does.			
	Using an algorithm to write a basic computer			
	program.			
	Developing word			
	processing skills, including			
	altering text, copying and			
	pasting and using keyboard shortcuts.			

Python -Discovery Education

NC: Design, write and debug programs that accomplish specific goals.

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 simple algorithms work and detect and correct errors in algorithms and programs.

Skills:

Learn some of the syntax of a text-based programming language

Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list

Plan a text-based adventure with multiple 'rooms' and user interaction

E-Safety

		E-Safety			
NC	C:Understand what	Word Processing NC: Use technology	CS First Sport Links to PE	CS First - Narration Link to English	We are programme controllers
are pro de pro	re implemented as rograms on digital evices; and that rograms execute by	purposefully to create, organise, store, manipulate and retrieve digital content	NC: Use sequence, selection and repetition in programs; work with variables and various	NC: Design, write and debug programs that accomplish specific goals.	Links with DT and Maths NC: Design, write and debug programs that accomplish specific goals
fol unc Cre	ollowing precise and nambiguous instructions reate and debug simple	Use technology safely and respectfully, keeping personal information private	forms of input and output. Design, write and debug programs that accomplish	Solve problems by decomposing them into smaller parts.	including controlling or simulating physical systems.
Us		Recognise common uses of information technology beyond school	specific goals. Use logical reasoning to explain how simple algorithms work and	Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs	Solve problems by decomposing them into smaller parts, Use technology safety,

We are travel writers

Links with History and Geography

NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Opportunities for communication and

simple programs	Skills:	detect and correct errors		respectfully and	collo
Skills:	Developing confidence with the keyboard and the	in algorithms and programs.	Use sequence, selection and repetition in	responsibly; recognise acceptable/unacceptable	Use
Learning how to explore	basics of touch typing.		programs; work with	behaviour; and identify a	effe
and tinker with hardware		Skills:	variables and various	range of ways to report	disc
to find out how it works.	Developing word processing skills, including	Students create a variety	forms of input and output	concerns about content and contact.	digi
Learning how to operate a	altering text, copying and	of sports themed events	Use technology safely,		Use
camera to take photos and	pasting and using keyboard	using add-on features with	respectively and	Skills: Crumble - Use	resp
videos.	shortcuts.	mini coding challenges for their event.	responsibly: recognise acceptable/unacceptable	sequence, selection, and repetition in programs to	resp acce
Using decomposition to	Using word processing	men even.	behaviour: identify a range	create a moving vehicle	beh
solve unplugged challenges.	software to type and	Students add sprites and	of ways to report concerns	using a motor, controller,	rang
	reformat text.	backdrops and variables to	about content and contact.	cables and ; work with	cond
Using logical reasoning to predict the behaviour of	Conschine for annuarista	their chosen event	Ownerstand for	variables and various	and
simple programs.	Searching for appropriate images to use in a	E-Safety- Internet	Opportunities for communication and	forms of input and output use logical reasoning to	Skil
	document.	Safety Day 9/2/21	collaboration	explain how some simple	onlin
Developing the skills				algorithms work and to	reso
associated with sequencing	Understanding what online	Typing skills	Skills:	detect and correct errors	unde
in unplugged activities.	information is.		Students work with a	in algorithms and	mob inclu
Following a basic set of	Identifying whether		partner to create a	programs.	imad
instructions.	information is safe or		project that tells the	E-Safety - Internet	whil
	unsafe to be shared		same story from two	Safety Day 9/2/21	show
Assembling instructions	online.		different points of view.	Typing skills	cont
into a simple algorithm.	E-Safety- Internet		(1st Person VS 3rd Person.0		map
Programming a floor robot	Safety Day 9/2/21				Colle
to follow a planned route.			Use sequence, event, wait,		crea
Learning to defense			motion blocks, sound		on t
Learning to debug instructions when things			effects to create narration story.		E-S
go wrong.			narranon story.		- Ir
			E-Safety - Internet		9/2
Using programming			Safety Day 9/2/21		
language to explain how a floor robot works.			Typing skills		
Learning to debug an					
algorithm in an unplugged					
scenario.					
Taking and editing					
Taking and editing photographs.					
photographs.					
photographs. E-Safety- Internet	Scratch Jr	We are Communicators	CS First - Music and	We are web developers	We
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon			CS First - Music and Sound		We (con
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology	NC: Use logical reasoning to	We are Communicators Links with History	Sound	We are web developers Links with E-Safety	(con
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon					
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital	NC: Use logical reasoning to predict the behaviour of simple programs	Links with History NC: Opportunities for communication and	Sound Links to Music and Science NC: Design, write and	Links with E-Safety NC: Use search technologies effectively,	(con Link Geog
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple	Links with History NC: Opportunities for	Sound Links to Music and Science NC: Design, write and debug programs that	Links with E-Safety NC: Use search technologies effectively, appreciate how results are	(con Link Geog NC
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Use logical reasoning to predict the behaviour of simple programs	Links with History NC: Opportunities for communication and collaboration	Sound Links to Music and Science NC: Design, write and	Links with E-Safety NC: Use search technologies effectively, appreciate how results are selected and ranked and	(con Link Geog NC effe
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple	Links with History NC: Opportunities for communication and	Sound Links to Music and Science NC: Design, write and debug programs that	Links with E-Safety NC: Use search technologies effectively, appreciate how results are	(con Link Geog NC effe safe
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Skills:	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to create, organise, store,	Links with History NC: Opportunities for communication and collaboration Use search technologies effectively and be discerning in evaluating	Sound Links to Music and Science NC: Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into	Links with E-Safety NC: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	(con Link Geog NC effe safe resp acce
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Skills: Learning where keys are located on the keyboard.	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve	Links with History NC: Opportunities for communication and collaboration Use search technologies effectively and be	Sound Links to Music and Science NC: Design, write and debug programs that accomplish specific goals. Solve problems by	Links with E-Safety NC: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Understand computer	(con Link Geog NC effe safe resp acce beh
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Skills: Learning where keys are located on the keyboard. Learning how to operate a	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to create, organise, store,	Links with History NC: Opportunities for communication and collaboration Use search technologies effectively and be discerning in evaluating digital content.	Sound Links to Music and Science NC: Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts.	Links with E-Safety NC: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Understand computer networks including the	(con Link Geog NC effe safe resp acce beha
photographs. E-Safety- Internet Safety Day 9/2/21 Rocket to the Moon NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Skills: Learning where keys are located on the keyboard.	NC: Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve	Links with History NC: Opportunities for communication and collaboration Use search technologies effectively and be discerning in evaluating	Sound Links to Music and Science NC: Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into	Links with E-Safety NC: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Understand computer	(con Link Geog NC effe safe resp acce beh

collaboration

Use search technologies effectively and be discerning in evaluating digital content.

Use technology safely, respectively and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.

Skills: Research a location online using a range of resources appropriately, understand the safe use of mobile technology, including GPS, capture images, audio and video while on location and showcase shared media content through a mapping layer.

Collaboration in groups to create a Google Site based on their history topic.

E-Safety - Internet Safety Day 9/2/21

We are travel writers (continued)

Links with History and Geography

NC Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	I	I	[
	videos.	Skills:	respectively and	explain how simple	multiple services, such as
		Recognising that buttons	responsibly.	algorithms work and	the world wide web: and
	Using logical reasoning to	cause effects and that		detect and correct errors	the opportunities they
	predict the behaviour of	technology follows	Skills:	in algorithms and programs	offer in communication
	simple programs.	instruction.			and collaboration
		Explaining what an	Develop a basic	Use sequence, selection	
	Developing the skills	algorithm is.	understanding of how	and repetition in	Use technology safely,
	associated with	-	email works,	programs; work with	respectively and
	sequencing in unplugged	Following an algorithm.		variables and various	responsibly: recognise
	activities.	Creating a clear and	Gain skills in using email be	forms of input and output	acceptable/unacceptable
		precise algorithm.	aware of broader issues		behaviour: identify a range
	Following a basic set of		surrounding email,	Skills:	of ways to report
	instructions.	Learning that programs	including 'netiquette' and	Create a music video and	concerns about content
		execute by following	e-safety	build an interactive music	and contact.
	Assembling instructions	precise instructions.	,	display while learning how	
	into a simple algorithm.	Incorporating loops within	Work collaboratively with	programming is used to	Skills: Develop their
		algorithms.	a remote partner	create music.	research skills to decide
	Learning to debug	5			what information is
	instructions when things	Using logical thinking to	Experience collaborative	Use a repeating pattern ,	appropriate,
	go wrong.	explore software,	learning through Google	repeating loop of	understand some elements
	ge eg.	predicting, testing and	Slides.	background music, make a	of how search engines
	Learning to debug an	explaining what it does.		slider that speeds up and	select and rank results,
	algorithm in an unplugged		E-Safety	slows down a sound, use	question the plausibility
	scenario.	Using an algorithm to		procedures which are new	and quality of information,
		write a basic computer		commands made up of a	develop and refine their
	Using a basic range of	program.		set of instructions.	ideas and text
	tools within graphic				collaboratively and
	editing software.	Using loop blocks when		Create a project where a	develop their
	carring software.	programming to repeat an		sprite bounces off another	understanding of e-safety
	Taking and editing	instruction more than		or add in a music video	and responsible use of
	photographs.	once.		project.	technology.
	phorogi aprio.			E-Safety	reenneregy:
	Developing control of the	Using software (and			E-Safety
	mouse through dragging,	unplugged means) to			
	clicking and resizing of	create story animations.			
	images to create				
	different effects.				
		E-Safety			
	Developing understanding				
	of different software				
	tools.				
	Recognising devices that				
	are connected to the				
	internet.				
	Understanding that				
	technology can be used to				
	represent data in				
	different ways:				
	pictograms, tables, pie				
	charts, bar charts, block				
	graphs etc.				
	J				
	Logging in and out.				
	E-Safety				
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Opportunities for communication and collaboration

Use search technologies effectively and be discerning in evaluating digital content.

Use technology safely, respectively and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.

Skills: Research a location online using a range of resources appropriately, understand the safe use of mobile technology, including GPS, capture images, audio and video while on location and showcase shared media content through a mapping layer.

Collaboration in groups to create a Google Site based on their history topic.

E-Safety Typing Skills

Creating media:	Creating media: stop motion	CS First Storytelling	CS First - Interactive Presentation	CS First - Game Design	W((C)
NC: Use technology		Link to English		NC: Use technology safely,	(
	NC: Use technology	3	Links with History and	respectively and	N
	purposefully to create,	NC: Use sequence, selection		responsibly.	te
and retrieve digital	organise, store, manipulate	and repetition in programs;	5		te
content	and retrieve digital content	work with variables and	NC: Understand computer	Use sequence, selection	re
	2	various forms of input and	networks including the	and repetition in	re
Recognise common uses of	Recognise common uses of	output.	internet and opportunities	programs; work with	ac
information technology	information technology		for communication and	variables and various	be
beyond school	beyond school	Design, write and debug programs that accomplish	collaboration.	forms of input and output.	of ab
Use technology safely and	Use technology safely and	specific goals.	Use sequence, selection and	Design, write and debug	
respectfully, keeping	respectfully, keeping		repetition in programs;	programs that accomplish	Op
personal information	personal information	Use logical reasoning to	work with variables and	specific goals.	co
private; identify where to	, private	explain how simple	various forms of input and	. 5	со
go for help and support		algorithms work and	output.	Use logical reasoning to	
when they have concerns		detect and correct errors		explain how simple	Us
about content or contact	Skills:	in algorithms and	Design, write and debug	algorithms work and	ef
on the internet or other	Using greater control	programs.	programs that accomplish	detect and correct errors	dis
online technologies.	when taking photos with		specific goals.	in algorithms and	dia
-	cameras, tablets or	Skills:		programs.	
Use logical reasoning to	computers.		Use logical reasoning to		Us
predict the behaviour of		Students create a Story	explain how simple	Skills: Create a gaming	re
simple programs	Using logical thinking to	linked to their english	algorithms work and	story in Scratch, a 2 player	re
· · · · ·	explore software,	topic using add-on	detect and correct errors	racing game with players	ac
Skills:	predicting, testing and	features with mini coding	in algorithms and	controlling movement using	be
Learning how to explore	explaining what it does.	challenges for their story.	programs.	keyboard, maze game and	ra
and tinker with hardware			P D	escape and quest game.	co
to find out how it works.		Students add sprites and	Select, use and combine a	and and and and	an
		backdrops and variables to	variety of software on a	Use events, movement,	
Learning where keys are		their chosen event	range of digital devices to	repeat blocks, 'if then'	Sk
located on the keyboard.			design and create a range	statements, conditions,	Ma
		E-safety	of programs, systems and	variables, randomness,	lar
Learning how to operate a		- surviy	content that accomplish	cloning, increasing game	pro
camera to take photos and			given goals.	difficulty and broadcast	on
videos.			y. ton youis.	events.	
			Solve problems by	670m3.	W
Developing the skills			decomposing them into	E-Safety	SO
associated with sequencing			smaller parts.	L-Oulery	de
in unplugged activities.			smuner puris.		
Using a basic range of			Skills:		re: US
			the count of the state		
tools within graphic			Use Scratch alongside		De
editing software.			Google Slides to create an		hig
Taking and aditing			interactive history		_
Taking and editing photographs.			presentation.		E-
			Use sequence, event, wait,		
Developing control of the			motion blocks, sound		
mouse through dragging,			effects to create an		
clicking and resizing of			interactive history		
images to create			presentation.		
different effects.					
			E-Safety		
Developing understanding			Typing skills		
of different software					
tools.					
Soonahing and					l I
Searching and					
downloading images from					

We are publishers (Cross-curricular Links)

NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Opportunities for communication and collaboration

Use search technologies effectively and be discerning in evaluating digital content.

Use technology safely, respectively and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.

Skills:

Manage or contribute to large collaborative projects, facilitated using online tools

Write and review content source digital media while demonstrating safe, respectful and responsible use

Design and produce a high-quality Google Site

E-Safety

NC: Use technology purposefully to create, organise, strom, manipulate and retrieve digital content.LattionLink to designphyNC: Use technology combine averiety of for combine averiety of manipulate and retrieve digital cortent.NC: Use technology combine averiety of for combine averiety of for communication and programs, systems and content the keyboard and retrieve digital cortent and retrieve digital cortent to find our how it works.NC: Use technology respectively and respectively and respectively and and retrieve digital cortent programs, systems and going pols, including uppos, including content the to accomplish work with vaniables and variables and specific goals.NC: Use technology sofely. to esspecific goals.Skills: Learning how to explore and there with hordware to find our how it works.Skills: Creating and labeling and there are output devices.Collecting and labeling and there are output devices.Collecting and inputting and there are output devices.Skills: Understand some ethical and goals appeadshet.Design, write and debug programs. Hot accomplish are are output devices.Use logical reasoning to explored and cortex errors to anylog active and goan that accomplish goans, systems and and there are output devices.Skills: Cortea a gaming to anylog actively and are are output devices.NC: Use technology actively to actively and to actively actively and to actively actively and are are output devices.NC: Use technology actively to actively actively <br< th=""><th></th><th>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. E-safety</th><th></th><th></th><th></th><th></th><th></th></br<>		When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. E-safety					
		 NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school Skills: Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. 	International space station NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Skills Developing confidence with the keyboard and the basics of touch typing. Creating and labelling images. Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. Learning how computers are used in the wider world.	Link to Geography NC: Select, use and combine a variety of software 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. Skills: Understand some elements of survey design, Understand some ethical and legal aspects of online data collection, Use Google Forms to facilitate data collection, Gain skills in using charts to analyse data and gain skills in interpreting results. E-Safety	 Design Link to History and DT NC: Understand computer networks including the internet and opportunities for communication and collaboration. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Solve problems by decomposing them into smaller parts. Skills: Create a Fashion Show using loops, motion blocks, events, conditionals, variables, objects or clones, procedures and broadcasts. Create an interactive project where users can vote for their favourite 	 (Continued) NC: Use technology safely, respectively and responsibly. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs. Skills: Create a gaming story in Scratch, a 2 player racing game with players controlling movement using keyboard, maze game and escape and quest game. Use events, movement, repeat blocks, 'if then' statements, conditions, variables, randomness, cloning, increasing game difficulty and broadcast events. 	V() Attrinational Occ. Uedd Unnabrica SAlepo Visdru Dh. E. T.

We are publishers (Cross-curricular Links)

NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Opportunities for communication and collaboration

Use search technologies effectively and be discerning in evaluating digital content.

Use technology safely, respectively and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.

Skills:

Manage or contribute to large collaborative projects, facilitated using online tools

Write and review content source digital media while demonstrating safe, respectful and responsible use

Design and produce a high-quality Google Site

E-Safety

Typing skills

	Using software to explore and create pictograms and		Build a window display that	
	branching databases. E-Safety		changes when users '	
	C-Sulely			
			Design own patterns	
			E-Safety Typing skills	
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