

# Computing

## Subject Overview

Welcome to Planit Computing. These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

### Year Group

### Aims

These aims are taken directly from the 2014 National Curriculum.

### PlanIt Units

Each subject area has been split into different units for coverage of the 2014 National Curriculum throughout the school year.

These units contain an overview, lessons packs, an assessment pack, additional resources and corresponding home learning packs.

### Lesson Numbers

These numbers identify which lessons in the unit build upon the National Curriculum aim.

| Year 1                                                                            |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| Word Processing Skills                                                            | Computer Skills                                                                   | Painting                                                                           | Programming Toys                                                                    | Online Safety                                                                       | Scratch Jr Programming                                                              | Using and Applying                                                                  |
| algorithms and what they are;                                                     |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| how algorithms are implemented as programs on digital devices;                    |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| programs and how to execute by following precise and unambiguous instructions;    |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using logical reasoning to predict the behaviour of simple programs;              |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using technology purposefully to create;                                          |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using technology purposefully to organise;                                        |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using technology purposefully to store;                                           |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using technology purposefully to manipulate;                                      |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| using technology purposefully to retrieve;                                        |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |
| recognising common uses of information technology beyond school;                  |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| 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                                                                         |

## Year 1



Word Processing Skills



Computer Skills



Painting



Programming Toys



Online Safety



Scratch Jr Programming



Using and Applying

algorithms and what they are;

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

how algorithms are implemented as programs on digital devices;

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

programs and how to execute by following precise and unambiguous instructions;

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

using logical reasoning to predict the behaviour of simple programs;

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

using technology purposefully to create;

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

using technology purposefully to organise;

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

using technology purposefully to store;

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

using technology purposefully to manipulate;

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

using technology purposefully to retrieve;

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

recognising common uses of information technology beyond school;

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

## Year 1



Word Processing Skills



Computer Skills



Painting



Programming Toys



Online Safety



Scratch Jr Programming



Using and Applying

using technology safely and respectfully;

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 1 | 2 | 3 | 4 | 5 | 6 | ① | ② | ③ | ④ | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | ② | ③ | ④ | 5 | ⑥ | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
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the need to keep personal information private;

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| 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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where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

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| 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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## Year 2



Preparing for Turtle Logo



Computer Art



Programming Turtle Logo and Scratch



Presentation Skills



Using the Internet



Using and Applying



Online Safety

algorithms and what they are;

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

how algorithms are implemented as programs on digital devices;

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

programs and how to execute by following precise and unambiguous instructions;

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

creating and debugging simple programs;

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

using logical reasoning to predict the behaviour of simple programs;

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

using technology purposefully to create;

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

using technology purposefully to organise;

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

using technology purposefully to store;

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

using technology purposefully to manipulate;

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

using technology purposefully to retrieve;

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

## Year 2



Preparing for Turtle Logo



Computer Art



Programming Turtle Logo and Scratch



Presentation Skills



Using the Internet



Using and Applying



Online Safety

recognising common uses of information technology beyond school;

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

using technology safely and respectfully;

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

the need to keep personal information private;

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

where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

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



## Year 3



**Programming Turtle Logo and Scratch**



**Word Processing**



**Drawing and DTP**



**Internet Research and Communication**



**Presentation Skills**



**Using and Applying**



**Online Safety**

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;

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

solving problems by decomposing into smaller parts;

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

using sequence, selection and repetition in programs;

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

working with variables and various forms of input and output;

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

using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

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

computer networks including the Internet;

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

how computer networks can provide multiple services, such as the world wide web;

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

opportunities computer networks offer for communication and collaboration;

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

using search technologies effectively;

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

how results are selected and ranked;

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

## Year 3



**Programming Turtle Logo and Scratch**



**Word Processing**



**Drawing and DTP**



**Internet Research and Communication**



**Presentation Skills**



**Using and Applying**



**Online Safety**

how to be discerning in evaluating digital content;

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 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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selecting, using and combining 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;

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 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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using technology safely, respectfully and responsibly;

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| 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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how to recognise acceptable and unacceptable behaviour;

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| 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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how to identify a range of ways to report concerns about content and contact.

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| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

## Year 4



Scratch: Questions and Quizzes



Programming Turtle Logo



Word Processing



Animation



Using and Applying



Online Safety

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;

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

solving problems by decomposing into smaller parts;

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

using sequence, selection, and repetition in programs; work with variables and various forms of input and output;

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

using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

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

understand computer networks including the Internet;

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

how computer networks can provide multiple services, such as the world wide web;

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

opportunities computer networks offer for communication and collaboration;

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

using search technologies effectively;

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

how results are selected and ranked;

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

how to be discerning in evaluating digital content;

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



## Year 4



**Scratch: Questions and Quizzes**



**Programming Turtle Logo**



**Word Processing**



**Animation**



**Using and Applying**



**Online Safety**

selecting, using and combining 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;

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

using technology safely, respectfully and responsibly;

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

how to recognise acceptable and unacceptable behaviour;

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

how to identify a range of ways to report concerns about content and contact.

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

## Year 5



Scratch: Developing Games



Flowol



Radio Station



Online Safety



3D Modelling: Sketch Up



Using and Applying

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;

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

solving problems by decomposing into smaller parts;

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

using sequence, selection, and repetition in programs; work with variables and various forms of input and output;

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

using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

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

understand computer networks including the Internet;

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

how computer networks can provide multiple services, such as the world wide web;

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

opportunities computer networks offer for communication and collaboration;

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

using search technologies effectively;

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

how results are selected and ranked;

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

how to be discerning in evaluating digital content;

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

## Year 5



Scratch: Developing Games



Flowol



Radio Station



Online Safety



3D Modelling: Sketch Up



Using and Applying

selecting, using and combining 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;

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

using technology safely, respectfully and responsibly;

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

how to recognise acceptable and unacceptable behaviour;

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

how to identify a range of ways to report concerns about content and contact.

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

## Year 6



Scratch: Animated Stories



Spreadsheets



Kodu Programming



Online Safety



Film Making



Using and Applying

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;

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

solving problems by decomposing into smaller parts;

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

using sequence, selection, and repetition in programs; work with variables and various forms of input and output;

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

using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

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

understand computer networks including the Internet;

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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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

opportunities computer networks offer for communication and collaboration;

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

using search technologies effectively;

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

how results are selected and ranked;

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

how to be discerning in evaluating digital content;

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

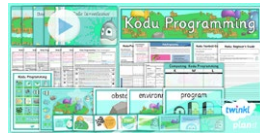
## Year 6



Scratch: Animated Stories



Spreadsheets



Kodu Programming



Online Safety



Film Making



Using and Applying

selecting, using and combining 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;

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

using technology safely, respectfully and responsibly;

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

how to recognise acceptable and unacceptable behaviour;

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

how to identify a range of ways to report concerns about content and contact.

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