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

We offer a structured sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology. This progression map supports computing subject leaders in readiness for an Ofsted 'deep dive'.

Implementation

Each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. 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 developing the use of algorithms, programming and how technology can be used safely and purposefully. In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in UKS2. Skills learnt through KS1 and LKS2 are used to support data presentation. Adult guides are offered, as well as end-of-unit assessments, enabling staff to feel confident in the progression of skills and knowledge and that 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 suggest a specific sequence of lessons for each year group, offering structure and narrative. These are not to be used exclusively but will 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, alongside a 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.

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

	Painting						Programming Toys						Programming with ScratchJr						Using and Applying						Online Safety						Word Processing Skills						Computer 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

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 2

	Using the Internet						Using and Applying						Online Safety						Preparing for Turtle Logo						Computer Art						Programming Turtle Logo and Scratch						Presentation 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

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

Painting	Programming Toys	Programming with ScratchJr	Using and Applying	Online Safety	Word Processing Skills	Computer 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

Using the Internet	Using and Applying	Online Safety	Preparing for Turtle Logo	Computer Art	Programming Turtle Logo and Scratch	Presentation 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

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

Painting						Programming Toys						Programming with ScratchJr						Using and Applying						Online Safety						Word Processing Skills						Computer 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

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 2

Using the Internet						Using and Applying						Online Safety						Preparing for Turtle Logo						Computer Art						Programming Turtle Logo and Scratch						Presentation 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

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

	Painting						Programming Toys						Programming with ScratchJr						Using and Applying						Online Safety						Word Processing Skills						Computer 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	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
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	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

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 2

	Using the Internet						Using and Applying						Online Safety						Preparing for Turtle Logo						Computer Art						Programming Turtle Logo and Scratch						Presentation 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

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

	Painting						Programming Toys						Programming with ScratchJr						Using and Applying						Online Safety						Word Processing Skills						Computer 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
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f

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

Using the Internet						Using and Applying						Online Safety						Preparing for Turtle Logo						Computer Art						Programming Turtle Logo and Scratch						Presentation 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

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/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, link, 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

Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						Using and Applying 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

To be used as an end-of-unit lesson. It is not a six-lesson unit of learning.

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/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, link, 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

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

To be used as an end-of-unit lesson.
It is not a six-lesson unit of learning.

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

Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						Using and Applying 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

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:**					
1	2	3	4	5	6	1	2	3	4	5	6	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

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

Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						Using and Applying 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 4

Scratch: Questions & Quizzes						Word Processing						Programming Turtle Logo						Animation						Online Safety						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

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

Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						Using and Applying 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

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

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

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

	Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						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
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	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

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 4

Scratch: Questions & Quizzes						Word Processing						Programming Turtle Logo						Animation						Online Safety						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

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

Drawing and Desktop Publishing						Internet Research and Communication						Presentation Skills						Word Processing						Online Safety						Programming Turtle Logo and Scratch						Using and Applying 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

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

Scratch: Questions & Quizzes						Word Processing						Programming Turtle Logo						Animation						Online Safety						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

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/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

	Flowol						Radio Station						Internet Research and Webpage Design						3D Modelling: SketchUp						Online Safety						Scratch 3.0 Developing Games (Updated Content!)						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
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	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
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	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

To be used as an end-of-unit lesson. It is not a six-lesson unit of learning.

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/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

Spreadsheets						Kodu Programming						Film-Making						Online Safety						Scratch: Animated Stories						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

To be used as an end-of-unit lesson. It is not a six-lesson unit of learning.

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

Flowol						Radio Station						Internet Research and Webpage Design						3D Modelling: SketchUp						Online Safety						Updated Content! Scratch 3.0 Developing Games						Using and Applying 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

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

	Spreadsheets						Kodu Programming						Film-Making						Online Safety						Scratch: Animated Stories						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
	b	b	b	b	b	b	b	b	b	b	b	b	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

Handling Data

KS1 | LKS2 | UKS2

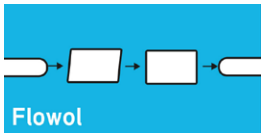
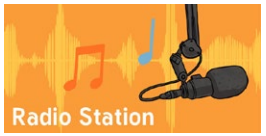
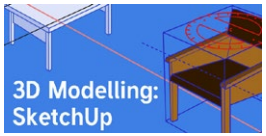
Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.

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

 Flowol						 Radio Station						Internet Research and Webpage Design						 3D Modelling: SketchUp						Online Safety						Updated Content! Scratch 3.0 Developing Games						Using and Applying 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

Handling Data

KS1 | LKS2 | **UKS2**

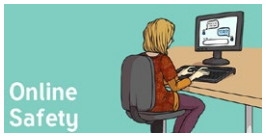
Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.

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

Spreadsheets						Kodu Programming						Film-Making						 Online Safety						Scratch: Animated Stories						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

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.

Year 5

	Flowol						Radio Station						Internet Research and Webpage Design						3D Modelling: SketchUp						Online Safety						Updated Content! Scratch 3.0 Developing Games						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
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	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

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.

Year 6

	Spreadsheets						Kodu Programming						Film-Making						Online Safety						Scratch: Animated Stories						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
	b	b	b	b	b	b	b	b	b	b	b	b	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

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

	Flowol	Radio Station	Internet Research and Webpage Design	3D Modelling: SketchUp	Online Safety	Updated Content! Scratch 3.0 Developing Games	Using and Applying Skills
Lesson Number:	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	5	5	5	5	5	5	5
	6	6	6	6	6	6	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

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

Spreadsheets						Kodu Programming						Film-Making						Online Safety						Scratch: Animated Stories						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

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.

Year 5

	Flowol						Radio Station						Internet Research and Webpage Design						3D Modelling: SketchUp						Online Safety						Updated Content! Scratch 3.0 Developing Games						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
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	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
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	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

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

Spreadsheets						Kodu Programming						Film-Making						Online Safety						Scratch: Animated Stories						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