Concepts		
Throughout KS1 and KS2, the following elements of computing (and associated vocabulary) are taught. This knowledge is built upon each year.		
NW	Networks	Understand how networks can be used to retrieve and share information and come with associated risks.
CM	Creating Media	Select and create a range of media including text, images, sounds and video.
DI	Data & Information	How is data stored, organised, and used to represent real world artefacts and scenarios
DD	Design & Development	The activities involved in planning, creating, and evaluating computing artefacts
CS	Computing Systems	What is a computer, how do its constituent parts function together as a whole
IT	Impact of Technology	How individuals, systems and out wider society interact with computer systems
AL	Algorithms	Being able to comprehend, design, create and evaluate algorithms
PG	Programming	Creating software to allow computers to solve problems
ET	Effective Use of tools	Use software tools to support computing work
SS	Safety & Security	Understanding risks when using technology and how to protect individuals and systems

Computing EYFS		
Nursery	Personal, Social and Emotional Development	*Increasingly follow rules, understanding why they are important.
	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.
	Physical Development	*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Know and talk about the different factors that support their overall health and wellbeing: * Understand what a sensible amount of screen time is
	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.

COMPUTING – YEAR 1				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	**Community: Where We Live**	**Computing Systems & Networks – Technology Around Us** Teach Computing Unit 1	I can explain how technology can help us & identify examples of technology in the classroom. (IT) I can identify a computer and its main parts. (ET) I can use a mouse in different ways. (ET) I can use a keyboard to type & edit text on a computer. (ET) I can create rules for using technology responsibly. (SS)	Understand that we use a variety of computing technology in the classroom to help us. (IT) Understand key parts of a computer and their purpose. (ET) Understand that a mouse and keyboard are used to control a computer. (ET) Understand when it's best to use IT and when not. (SS)
		Online Safety: Smartie the Penguin – Year 1, Story A	I can identify a pop-up message. (SS)	Understand to be careful of popups and in-app purchases. (SS)

			I can explain what in-app purchasing is. (SS) I know that some websites are not child friendly. (SS) I can spot cyberbullying online. (SS)	Understand what to do when accessing websites that are not suitable for children. (SS) Understand how to ask for help when someone is being bullied. (SS)
Autumn 2	**Once Upon a Time...**	**Creating Media – Digital Painting** Teach Computing Unit 2 **Programming:** Hour of Code week. December 5-11th, 2022.	To create a picture using freehand tools. (CM) To use shape and line tools with precision. (ET) To use a range of paint colours. (ET) To use the fill tool. (ET) To use the undo button to fix a mistake. (ET) To combine a range of tools to create a piece of artwork. (CM)	To explain what different freehand tools do. (ET) To recognise computers can be used to make art. (IT) To recognise a tool can be adjusted to suit my need. To decide when it's appropriate to use each tool. To consider the impact of choices made. (ET) To compare painting using a computer with painting using brushes. (CM)
		Online Safety: Digiduck's Big Decision		Friendships online, being responsible online.
Spring 1	**Toys: Then and Now**	**Programming A – Moving a Robot** Teach Computing unit 3	To predict the outcome of a command on a device. To run a command on a floor robot. (AL) To choose a command for a given purpose. To build a sequence of commands in steps. (DD) To combine commands in a program. (PG) To run a program on a device. (AL)	To recall words that can be enacted. To explain what a given command does. To match a command to an outcome. To understand that a program is a set of commands that a computer can run. To recall that a series of instructions can be issued before they are enacted.
		Safer Internet Day: Feb 7th 2023 Theme: 'Want to talk about it? Making space for conversations about life online.'		
Spring 2	**Our Garden**	**Data and Information – Grouping Data** Teach Computing unit 4 -	To identify attributes of an object. To collect simple data. To choose an attribute to group object by. To group objects to answer questions. (DO	To identify that objects can be counted. To understand that information can be presented in different ways. (D)
		Online Safety: Jessie & Friends Episode 1: Watching Videos	I can explain my emotions when using technology. I can ask for help when I feel uncomfortable. (SS)	Recognise that a range of technology is used in places such as homes and schools. (IT) Understand how to manage emotions and behaviour. (SS)
Summer 1	**On the Farm**	**Creating Media – Digital Writing** Teach Computing unit 5	To use letter, number, and Space keys to enter text into a computer. To use punctuation and special characters. To select text and position the cursor in a chosen location. To use the Backspace key to remove text. To change the appearance of text on a computer. (ET)	To understand that keyboard enters text into a computer. To recognise that the Shift key changes the output of a key. To understand that text can be edited, and its appearance changed. (ET) To understand the differences between typing and writing. (CM)
		Online Safety: Jessie & Friends Episode 2: Sharing Pictures	I can ask permission when sharing online. I can recognise risks online & know how to report them. I know where to get advice from when I need help. (SS)	Understand how to use technology safely and respectfully. Understand how to set boundaries in friendships with

				peers & others (online & offline). (SS)
Summer 2	**A Seaside Adventure**	**Programming B – Programming Animations** Teach Computing unit 6	I can use commands to move a sprite. I can create & run a program on a device. I can say what happens when I change a value. I can add & delete sprites, and each sprite has its own instructions. (PG) I can design my own project. (DD) I can add blocks based on my algorithm. (AL)	To understand what a given command does To recognise how to 'run' a command To understand that a program is a set of commands a computer can run. To build a sequence of commands in steps. To combine commands in a program.
		Online safety: Jessie & Friends Episode 3: Playing Games	I can recognise risks online & know how to report them. I know where to get advice from when I need help. I know that the internet can be a negative place which can impact on my mental health. (SS)	Understand how to use technology safely and respectfully. Understand how information & data is used online. Understand how to ask for advice for self and others.(SS)

COMPUTING – YEAR 2				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	**Community: Our Local Emergency Services**	**Computing Systems & Networks** IT Around Us Teach Computing Unit 1	To describe some uses of computers. To identify information technology in school To identify information technology beyond school. (IT) I can explain how IT devices work together. (NW) To show how to use information technology safely. (SS)	To recognise different types of computers in school. (CS) To understand that a computer is part of information technology. To recognise features of information technology. To explain how information technology benefits us. (IT)
		Online Safety Digiduck Saves the Day		Understand how to use images online responsibly, keep personal information private, protect passwords & avoid in-app purchases. (SS)
Autumn 2	**The Great Fire of London**	**Creating Media:** Digital Photography Teach Computing Unit 2	To capture digital photos in portrait or landscape format. To view photographs on a digital device. To hold the camera still when taking a clear photograph. To use zoom to change the composition. To consider lighting when taking a photograph. To use filters to edit the appearance of a photograph.	To recognise that some digital devices can capture images using a camera. To make choices when composing my photograph. To recognise features of a 'good' photograph. To explain the effect of light on a photograph. To recognise that some images are not accurate.
		Online Safety: Lee & Kim: Animal Magic Lessons 1 & 2		
Spring 1	**Who lives in the Secret Garden?**	**Programming A:** Robot Algorithms Teach Computing Unit 3	To choose a series of words that can be enacted as a sequence. To create a program. To trace a sequence to make a prediction. To run a program on a device. To debug a program that I have written.	To describe that a series of instructions is a sequence. To explain what happens when we change the order of instructions. To recognise that you can predict the outcome of a program.

		Safer Internet Day: Feb 7th 2023 Theme: 'Want to talk about it? Making space for conversations about life online.'		
Spring 2	**Exploring the United Kingdom**	**Data and Information** Pictograms Teach Computing Unit 6	To enter data on a computer. To use a computer to view data in different formats. To use pictograms to answer questions. To recognise that people / animals / objects can be described by attributes. To use a computer to answer comparative questions.	To use a tally chart to collect data. To compare objects that have been grouped by attributes. To suggest appropriate headings for tally charts & pictograms. To use a computer program to present information in different ways. To give simple examples of why some information should not be shared.
		Online Safety: Be Internet Legends: **Digital Wellbeing** (7-9)*Lesson 1: Screentime & our Feelings*	I can recognise the feelings I experience. I can identify how screen activities and habits affect people in different ways. I can identify some habits as having a good/bad impact on people's feelings. I can reflect on how these habits can apply to my screen use.	Understand the different feelings they may experience online and how these can change. Know that screen use can affect the way we feel, and that it's different for each person.
Summer 1	**The Seven Continents of the World**	**Creating Media** Making Music Teach Computing Unit 5	To experiment with musical patterns on a computer. To experiment with different sounds on a computer. To use a computer to create a musical pattern. To use a computer to compose a rhythm and a melody on a given theme. To use a computer to play the same music in different ways e.g., tempo change. To evaluate a musical composition created on a computer. To improve a musical composition created on a computer.	To identify that computers can be used to make sounds of different instruments. To identify that the same pattern can be identified in different ways. To compare playing music on instruments with making music on a computer.
		Online Safety: Be Internet Legends: **Digital Wellbeing** (7-9)*Lesson 2: Healthy Digital Habits*	I can recognise that some habits do/don't help us. I know that people can have lots of feelings at the same time. I can identify strategies for healthy digital habits. I can assess how different activities and habits affect the way you feel.	Understand that different activities/habits can affect the way people feel – and sometimes leave us with conflicting feelings. To have the knowledge which allows them to start forming healthy digital habits.
Summer 2	**Roald Dahl**	**Programming B:** Programming Quizzes using ScratchJr Teach Computing Unit 6	To choose a series of words that can be enacted as a sequence. To explain what happens when we change the order of instructions. To choose a series of commands that can be run as a program. To trace a sequence to make a prediction.	To describe a series of instructions as a 'sequence'. To recall that a series of instructions can be issued before they are enacted. To use logical reasoning to predict the outcome of a program.

			To test a prediction by running the sequence. To create and debug a program that I have written. To run a program on a device.	
		Online Safety: Project Evolve lessons (2) Health, wellbeing & lifestyle	Demonstrate simple awareness of physical health risks around over-engagement e.g. eyes get tired. Explain how they can reduce impact of issues when using technology.	Explain ways in which they can self-manage their use of technology or with support from their parent. Explain simple guidance for using technology in different environments & settings.

COMPUTING – YEAR 3				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	**Community : The Festival of Britain**	**Computing Systems & Networks**: Connecting Computers Teach Computing unit 1	To identify input and output devices. To explain that a computer network can be used to share information. To explain the role of a switch, server, and wireless access point in a network. To identify network devices around me.	To describe what an input and output is. To explain that a process acts on the inputs. To explain that an output is produced by the process. To recognise that computers can be connected to each other. To identify benefits of computer networks.
		Online safety: Be Internet Legends: Lesson 1 **Sharp & Alert**: Online Reputation	How to protect their online reputation. How to work out whether information online is true and reliable.	Demonstrate ways of protecting their online reputation. Identify ways of working out whether information online is reliable.
Autumn 2	**Stone Age to Iron Age**	**Creating Media** Stop-frame Animation Teach Computing Unit 2 **Programming:** Hour of Code week. December 5-11th, 2022.	To plan an animation using a storyboard. To capture an image. To move a subject between captures. To review a sequence of frames and remove some to make improvements. To add media to enhance an animation.	To explain that an animation is made up of a sequence of images. To explain the need for consistency in working. To explain the impact of adding other media to an animation.
		Online safety: Play Like Share: Ep. 1 *Block Him Right Good, Alfie!* **Be Internet Legends** assembly	I can explain the risks of sharing videos publicly online. I know when to ask for help online. I know when to say 'no' when feeling pressured.	Understand what privacy settings are and how they can help us. Recognise when something encountered online 'doesn't feel right'. Realise manipulative behaviour and how to resist pressure. Give examples of how our online actions can affect others.
Spring 1	**The Human Body**	**Programming A** Sequencing Sounds Teach Computing Unit 3	I can build a sequence of commands. I can combine commands in a program. I can order commands in a program. I can create a sequence of commands to produce a given outcome.	To explain that programs start because of an input. To explain what a sequence is. To identify that a program includes sequences of commands. To identify that the sequence of a program is a process. To understand how different sequences can achieve the same and different outputs.
		Safer Internet Day: Feb 7th 2023 Theme: 'Want to talk about it? Making space for conversations about life online.'		

Spring 2	**Ancient Civilisations**	**Data and Information** Branching Databases Teach Computing Unit 4	To create questions with yes/no answers. To choose questions that will divide objects into evenly sized subgroups. To repeatedly create subgroups of objects. To identify an object using a branch database. To retrieve information from different levels of the branching database.	To investigate questions with yes/no answers. To select an attribute to separate objects into two similarly sized groups. To explain that a branching database is an identification tool. To recognise that a data set can be structured using yes/no questions. To suggest real-world applications for branching databases.
		Online safety: Play Like Share: Ep. 2 *Who's Magnus?*	I can give examples of content which may be appropriate and inappropriate to share online. I know who to ask help from when I'm worried about online relationships / activity.	Under the meaning of consent in an online context. Understand the possible consequences of sharing without consent.
Summer 1	**Mountains & Volcanoes of the World**	**Creating Media** Desktop Publishing Teach Computing unit	To show that page orientation can be changed. To organise text and image placeholders in a page layout. To add/remove images to/from placeholders. To move resize and rotate images. To edit text in a placeholder. To choose fonts and apply effects to text.	To recognise how text and images can be used to convey information. To define landscape and portrait as two different page orientations. To consider how different layouts can suit different purposes. To recognise how different font styles and effects are used for particular purposes.
		Online safety: Play Like Share: Ep. 3		
Summer 2	**Who were the Romans?**	**Programming B** Events and Actions in Programs Teach Computing Unit 6	I can build a sequence of commands. I can combine commands in a program. I can order commands in a program. I can create a sequence of commands to produce a given outcome.	To explain that programs start because of an input. To explain what a sequence is. To identify that a program includes sequences of commands. To explain that the order of commands can affect a program's output.
		Online safety: Play Like Share: Extension Activity 2 & 3		

COMPUTING – YEAR 4				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	**Community : The Tower of London**	**Computing Systems and Networks:** The Internet Teach Computing Unit 1	I can discuss why a network needs protecting. I can demonstrate how information is shared across the internet. I can explain the types of media shared on the WWW. I recognise that I can add content to the WWW. I can explain that websites and their content are created by people. I can explain why I should think carefully before I share or reshare content. (SS)	To describe how networks connect to other networks. To recognise that the World Wide Web (WWW) is part of the internet. To explain that the internet allows us to view the WWW. To evaluate the reliability of content and the consequences of unreliable content. (SS)

		Online safety: Be Internet Legends: Lesson 2 **Secure & Kind**	How to make strong passwords to secure their information online. Ways in which they can be kind to others online.	Identify ways in which they can secure their information online by creating strong passwords. Identify what they can do to be kind online.
Autumn 2	**Rainforests**	**Programming A** Repetition in Shapes Teach Computing Unit 3 **Programming:** Hour of Code week. December 5-11th, 2022.	To list an everyday task as a set of instructions including repetition. To use an indefinite loop to produce a given outcome. To use a count-controlled loop to produce a given outcome. To create two or more sequences that run at the same time.	To relate what 'repeat' means. To identify everyday tasks that include repetition. To explain that we can use a loop command in a program to repeat instructions. To identify patterns in a sequence. To justify when to use a count-controlled loop and when not to. To explain the importance of instruction order in a loop.
		Online safety: Be Internet Legends: Lesson 3 **Sharp & Alert**: Opinions & Differences **Be Internet Legends** assembly	How online content can be interpreted in different ways through the eyes of different people. That it's hard to fully understand the meaning behind online content. Everything online comes from a range of sources; children will learn how to choose the best source of information online.	Consider their own digital footprints and know how to find credible information online.
Spring 1	**Anglo Saxons and Scots**	**Creating Media**: Audio Production Teach Computing unit 2	To record sound using a computer. To play recorded audio. To import audio into a project. To delete a section of audio. To change the volume of tracks in a project.	To identify that sound can be recorded To identify the purpose of input and output devices in recording and playing audio. To recognise that audio can be stored on a computer. To recognise that audio can be edited. To recognise that audio can be layered so that multiple sounds can be played at the same time.
		Safer Internet Day: **Feb 7th 2023** Theme: 'Want to talk about it? Making space for conversations about life online.'		
Spring 2	**Who were the Vikings?**	**Data and Information** Data Logging Teach Computing Unit 4	To use a digital device to collect data automatically. To choose how often to automatically collect data samples. To use a set of logged data to find information. To export information in different formats.	To suggest questions that can be answered using a table of data. To identify data that can be logged over time. To identify that sensors are input devices. To explain that a data logger captures 'data points' from sensors over time.
		Online safety: Be Internet Legends: Lesson 4 **Secure & Kind**:	To create stronger passwords and know not to share them with friends. To identify who they can go to if they need help with something online. To make good decisions when choosing how and what to communicate – and whether to communicate at all. To identify situations when it's better to wait to	Consider their digital footprint and be mindful about what they read or post online, knowing it can be misinterpreted.

			communicate face-to-face with a peer than to text them right away.	
Summer 1	**Explorers**	**Creating Media** Photo Editing Teach Computing Unit 5	To use an application to change whole / part of a digital image. To change the composition of an image by flipping/rotating/ cropping. To adjust colours & apply filters to a digital image. To apply effects to an image. To select part of an image. To use clone, copy & paste to change the composition of an image. To add text to an image.	To recognise that digital images can be manipulated. To recognise that digital images can be changed for different purposes. To choose the most appropriate tool for a particular purpose. To consider the impact of changes made on the quality of an image.
		Online safety: Be Internet Legends: Lesson 6 **Brave**: Speak Up & Report It	Understand what types of situations call for getting help or talking things out with a trusted adult. Consider what options there are for being brave and why bringing adults into conversations is important.	Demonstrate what to say, and how to say it to, if they encounter something online which makes them feel uncomfortable. Identify ways to help if they witness a bullying incident.
Summer 2	**Extreme Earth**	**Programming B** Repetition in Games Teach Computing Unit 6	To list an everyday To use an indefinite loop to produce a given outcome. To use a count-controlled loop to produce a given outcome. To recognise tools that enable more than one process to be run at the same time. To create 2+ sequences that run at the same time.	To identify everyday tasks that include repetition as part of a sequence e.g. brushing teeth. To explain that we can use a loop command in a program to repeat instructions. To identify a loop within a program. To explain that you can program a loop to stop after a specific number of times. To justify when to use a loop and when not to. To explain the importance of instruction order in a loop.
		Online safety: Be Internet Legends: **Digital Wellbeing** (9-11)*Lesson 1: Screentime & our Wellbeing*	To understand our ow digital wellbeing and activities which have a positive and negative impact on it. To identify how screen use can make people feel both physically and mentally.	Explain and recognise what digital wellbeing means to them. Identify how screen activities and habits can affect people in different ways. Reflect on how this might apply to their own screen use.

COMPUTING – YEAR 5				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	Community: The Docklands	**Computing Systems & Networks**: Systems and Searching Teach Computing unit 1	To describe the input and output of a search engine. To demonstrate that different search terms produce different results. To evaluate the results of search terms.	To recognise that a system is a set of interconnected parts which work together. To recognise inputs, processes and outputs in large IT systems. To describe the role of a particular IT system in their lives. To identify some of the limitations of search engines. To explain that ranking orders search results to make them more useful.
		Online safety: Be Internet Legends: Lesson 7 **Sharp**: Positive Digital Footprint	Create and manage a positive reputation both online and offline Respect the privacy boundaries of others, even if different from one's own.	Learn what having a positive digital footprint means. Learn ways in which they can start to build a positive digital footprint.

			Understand the potential impact of a mismanaged digital footprint. Ask for adult help when dealing with sticky situations.	
Autumn 2	The Ancient Egyptians	**Creating Media** Video Production Teach Computing Unit 2 **Programming:** Hour of Code week. December 5-11th, 2022.	To use different camera angles. To use pan, tilt and zoom. To combine filming techniques for a given purpose. To determine what scenes will convey your idea. To decide what changes I will make when editing. To use split, trim and crop to edit a video.	To explain the features of video as a visual media format. To explain the purpose of a storyboard. To recognise that filming techniques can be used to create different effects. To understand videos can be improved through reshooting or editing. To recognise that projects need to be exported to be shared.
		Online safety: Be Internet Legends: Lesson 8 **Alert**: Spotting Fake Info **Be Internet Legends** assembly		
Spring 1	ECO Warriors	**Programming A** Selection in Physical Computing Teach Computing Unit 3	To create a condition-controlled loop. To use a condition in an 'if…then…' statement to start an action. To use selection to switch the program flow in one of two ways. To use a condition in an 'if…then…else… statemen to produce given outcomes.	To explain that a condition can only be true or false. To relate that a count-controlled loop contains a condition. To compare a count-controlled loop with a condition-controlled loop. To explain that a condition-controlled loop will stop when a condition is met. To explain that when a condition is met, a loop will complete a cycle before it stops. To explain that selection can be used to branch the flow of a program. To explain that a loop can be used to repeatedly check whether a condition has been met. To explain the importance of instruction order in 'if…then…else…' statements.
		Safer Internet Day: Feb 7th 2023		
Spring 2	Ancient Greeks	**Data and Information** Flat-file Databases Teach Computing Unit 4	To choose different ways to view data. To choose which attribute and value to search by to answer a given question. To ask questions that need more than one attribute to answer. To choose which attribute to sort data by to answer a given question. To choose multiple criteria to search data to answer a given question (AND and OR).	To explain that a computer program can be used to organise data. To explain that tools can be used to select data to answer questions. To outline how ordering data allows us to answer some questions. To outline how operands can be used to filter data. To outline how 'AND' and 'OR' can be used to refine data selection. To explain that computer programs can be used to compare data visually.
		Online safety: Be Internet Legends: Lesson 9		

		Secure: Sharing, Settings & Passwords		
Summer 1	Space Explorers	**Creating Media –** Introduction to Vector Graphics Teach Computing Unit 5	To add an object to a vector drawing. To select one object or multiple objects. To delete objects To move objects between the layers of a drawing. To duplicate objects using copy/paste. To group and ungroup selected objects. To create a vector drawing for a given purpose.	To identify that a vector drawing comprises separate objects. To recognise that each object in a drawing is in its own layer. To recognise that vector images can be scaled without impact on quality. To consider the impact of choices made.
		Online Safety: Livestreaming: L1 Positive vs. Unhealthy attention		
Summer 2	The Industrial Revolution	**Programming B** Selection in Quizzes Teach Computing Unit 6	To choose a condition to use in a program. To create a condition-controlled loop. To use a condition in an 'if…then…' statement to start an action. To use selection to switch program flow. To use 'if…then…else…' to switch program flows in one of two ways.	To explain that a condition can only be true or false. To relate that a count-controlled loop contains a condition. To explain that selection can be used to branch the flow of a program. To explain that a loop can be used to repeatedly check whether a condition has been met. To explain the importance of instruction order in 'if…then…else…' statements.
		Online safety: Livestreaming: L2 Self-esteem		

COMPUTING – YEAR 6				
Term	**Theme**	**Resources**	**Skills**	**Knowledge**
Autumn 1	Community: Political Poplar	**Computing Systems and Networks** Communication and Collaboration Teach Computing Unit 1	To outline methods of communicating and collaborating using the internet. To choose methods of internet communications and collaboration for given purposes. To evaluate different methods of online communication & collaboration.	To recognise that data is transferred across networks using agreed protocols (methods) To explain that data is transferred in packets. To explain which types of media can be shared through the internet. To explain that communicating & collaborating using the internet can be public or private.
		Online Safety: Be Internet Legends: Lesson 10 **Kind**: Relationships & Being Kind		
Autumn 2	Early Islamic Civilisation	**Creating Media**: Web page creation Teach Computing unit 2 **Programming:** Hour of Code week. December 5-11th, 2022.	I can review an existing website (navigation bars, header) To add text to a blank webpage. To embed media in a web page. To insert hyperlink between pages and to other sites. To add web pages to a website	To recognise that a website is a set of hyperlinked web pages. To recognise components of a web page layout. To consider the ownership and use of images (copyright) To recognise the need to preview pages (different screen sizes) To recognise the need for a navigation path.

			To preview a web page (different screen sizes)	To recognise the implications of linking to content owned by others.
		Online Safety: Be Internet Legends: Lesson 11 **Brave**: Refusing & Reporting **<u>Be Internet Legends</u>** assembly		
Spring 1	WWII	**Programming A** Variables in Games Teach Computing Unit 3 -	To identify a variable in an existing program. To experiment with the value of an existing variable. To choose a name that identifies the role of a variable to make it easier for humans to understand it. To decide where in a program to set a variable.	To define a variable as something that is changeable. To identify examples of information that is variable, for example, a football score during a match. To explain that a variable can be used in a program e.g. score. To explain that a variable has a name and a value.
		Safer Internet Day: Feb 7th 2023 Theme: 'Want to talk about it? Making space for conversations about life online.'		
Spring 2	Rivers	**Data and Information** Spreadsheets Teach Computing Unit 4	To calculate data using a formula for each operation. To use functions to create new data. To use existing cells within a formula. To use existing cells within a formula. To choose suitable ways to present spreadsheet data.	To identify questions that can be answered using spreadsheet data. To explain that formulas can be used to produce calculated data. To recognise cells can be linked. To explain why data should be organised in a spreadsheet. To recognise that a cell's value automatically updates when the value in a linked cell is changed. To evaluate results in comparison to the question asked.
		Online Safety: Be Internet Legends: Lesson 12 **Brave**: Handling & Reporting Mean Behaviour		
Summer term	Refugees and Immigration	**Creating Media** 3D Modelling Teach Computing Unit 5 – 6 Lessons	To position 3D shapes relative to one another. To use digital tools to modify 3D objects. To combine objects to create a 3D artefact. To use digital tools to accurately size 3D objects. To construct a 3D model which reflects a real-world objects.	To explain that 3D models can be created on a computer. To recognise that a 3D environment can be viewed from different perspectives. To recognise that digital tools can be used to manipulate 3D objects. To show how placeholders can create holes in 3D objects. To recognise that artefacts can be broken down into a collection of 3D objects.
		Online safety: Be Internet Legends: **Digital Wellbeing** (9-11)*Lesson 2: Healthy Habits*		
	Refugees and Immigration	**Programming B** Sensing Movement Teach Computing Unit 6	To identify a variable in an existing program. To experiment with the value of an existing variable.	To define variable as something that is changeable. To explain that there is only one value for a variable at any one time.

				To explain that the name of a variable is meaningless to the computer and that name needs to be unique.
		Online Safety: *ParentZone Secondary Assembly*		