				Tall Oaks Academ	ny Trust Progression Map for Computing			
SPRIN	<u>G TERM</u>	EV53 EV57 Battonia for Computing Exploring with different technologies through pay provides opportunities to develop all provides opportunities to develop in their technologies and the develop in their technologies and the develop in their technologies and the develop of properticities to leave addiscut gonnarises and across all aneas in both formal and reformal ways. Enclosubjes abated to same add in the technologies and the same add in the same add in the technologies	t Computers in my life Understanding that an algorithm is a simple set of instructions	2 according a communication sechnology bayond actival Medinsatud what algorithms are; Thore they are implemented as programs on digital devices, and the programs exo- digital devices, and the programs exo- tension of the second second second second here the second second second second second transactions	2 Use sequence, exitence, and repetition in programs; work with validable and various forme of input and output Design, which and debug programs that aniurupte processes of systems in the physical world	A the stand comparison of the standard of the	Select, use and ender a variety of software (crucking) internet services) on a many of digital down to down in the the second second second second second second second that according any your working and presenting data and information To detect and correct entros in algorithms and programs	Use search technologies effectively, appreciate how results are selected and resulted, and to descerning in evaluating diptal context
	E-safety	Creating Tai alkow terit hey are doing on a compar- cent of the second second second second marks frame failed and alkow terit hey here there is a second second second second failed — second second second second second failed — second second second second failed — second second second second second second second second second second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Sec	Extended (144444) Restance (1444444) Restance (14444444) Restance (1444444) Restance (1444444) Restance (14444444) Restance (14444444) Restance (14444444) Restance (144444444) Restance (1444444444) Restance (14444444444) Restance (1444444444444444444444444444444444444	Extender (1-kannel) Manual Deline Sandar, Carter Manuaging Carlie Limitation Carlie Limitation (1-kannel) Limitation (1-kannel) tanà asing kana kannel ang kannel mang kana kannel kana kannel mang kan mang kana kana kannel kan kannel mang kana kana kannel kan kannel mang kana kana kana kannel mang kana kana kana kana kana kana mang kana kana kana kana kana kana mang kana kana kana kana kana kana mang kana kana kana kana kana kana mang kana kana kana kana kana kana kana k	Schaffer (Hanzol) Nacional Chera Baller Learning and Starbing) Chera Baller (Larrow (Larow (La	Extractly (Learned) Neurosci Orthon Sandrey Carete Managing Carlie Information (Sandrey Market) & Carlie Information to make a pagement data proteined to make a pagement data proteined to make a pagement data proteined to distance and accord to the second to distance and accord to a second to distance and accord to a second to distance and accord to a second to distance to a segment accord to accord to accord to the accord to accord to accord to accord to the accord to accord to accord to accord to accord to accord to accord to accord to accord to accord to accord to accord to accord to accord to accord accord page to accord to accord to accord accord to accord to accord to accord to a	Extrator (1-second) Network (2-second) Carlies Ministration (2-second) Carlies Ministration (2-second) Activity (3-second) Activity (3-second) Activity (3-second) Activity (3-second) Activity Activity (3-second) Activity (3-second) Activity Activity (3-second) Activity (3-second) Activity Activity (3-second) Activi	
			E-Sahar (1-Lason) Mana Carlos Hardy Carlos (Healt), Maralog and Harly Hi I - Hana, Kahar J, Hang Hardy I - Lason, Kahar J, Hang Hardy Hardy I - Lason, Kahar J, Hang Hardy Hardy Hardy Hardy Hardy Hardy Hardy Hardy Name.	Endown (1-kanov) feasion (1-kanov) feasion (1-kanov) (1-) Kalon (1-kanov) (1-) Kalon (1-kanov) (1-) Kalon (1-kanov) (1-) Kalon (1-kanov) (1-) Kalon (1-) Kalon (1-) (1-)	E-failur (1-tensor) Minori Danko Barlo (2-cline) Monoging Dance Danko Barlo (2-cline) Monoging Dance Dance Barlo (2-cline) Monoging Dance Dance Barlo (2-cline) Monoging Dance Dance Dance Dance Dance Dance Herrison Carlos Herrison Carlos (2-cline) Monoging Herrison Carlos (2-cline) Monoging Monoging (2-cline) Monoging Herrison Carlos (2-cline) Monoging Monoging (2-cline) Monogin	E-stater (1-state) monoi Cherte Budy, Curea y Heath, Nor Alexage and Hang-Mi Vier Alexage and the public dama of Y3. When an epitheness and the public dama of y3. When a epitheness and the public dama of y3. When a epitheness and yas and yas and yas and yas public and organism say. Managements and yas and yas and yas and yas public and organism say. Managements and yas and yas and yas and yas managements to heap when heating the tables.	Example 1: Leaved thread Carles Budget Carles (Heat), thread Carles Budget Carles (Heat), 1: Vision Carles Budget Carles (Heat), 1: Vision Carles Budget Carles (Heat), 1: Vision Carles (Heat), 1: Vision Carles (Heat), 1: Carle Bacches augs Tell Information Carles (Heat), 1: Vision Carles (Heat), 1: Vision Carles (Heat), 1: Vision Carles (Heat), 1: Visio	
ricul im eas ered ills / iwled ge	Coding			NCCE Introduction to Quizzes (Year 2) 4/5 leasons This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.	Coding Swift Playgrounds; Minecraft EDU	Coding Swift Playgrounds 4 lessons Extension to Swift Playgrounds; create a range of programs, systems and content that accomplish given goals, Swift Playgrounds; Apple Learn to Code resources	Coding 3/4 lessons Coding - Switt Puzzles Apple Everyone Can Code Resources	
	Works / Media	Experiation And and Design To perform, sear and their section of an antice of their temperature and the other temperature and the section of the section theory. The section of the section of the section of the many of the temperature of the section of the section of the section of the section of the of Will, changing colour and point colour.	NCEE Encodings Avand Lis (Year 1) Lasson 1, 2, 4.8.5 Lasson 2, 2, 4.8.5 Lasson 2, 2, 4.8.5 Lasson 2, 2, 4.8.5 Lasson 2, 4.8.5	Winds, Blovie	Index), and of popular to potent information (e.g. Ford otherwise) (e.g. Ford otherwise) (E.G. E.G. E.G. E.G. E.G. E.G. E.G. E.G.	INCEC monthly Mala - Audo adding thilks a Probabil (Year 4) The utility programs and adding the utility of and understanding of scalaring models. My and understanding of scalaring models and and understanding of scalaring models. The scalaring model and adding the utility of the adding adding the utility of the utility of the scalaring models. The utility of the scalaring models adding the s	INCEC Constraint Media - Photo acting (Year S) Bascot and Constraint Constraint - Incomplex particle there are con	INCE Gas and Information - Spreachteets (Yeau B) Information - Spreachteets (Yeau Information - Spreachteets - Spreachteets and understanding of data, and tauche and understanding of data, and tauche spreachteets - Spreachteets - Spreachteets Spreachteets - Spreachteets - Spreachteets - Spreachteets Spreachteets - Spreachteets - Spreachteet
	The Internet	Recognises a single of technology matis used in places such a tomes and schools. (ELG Past and Present: Know some animitatios and difference between hings in the past and now, disaring on their experimence) Understand the purpose of and experiment with hardware such as cameras, computer, Past, vision records etc. (ELG Saft warr and coorder her immodate imputies when appropriate. ELG Being Imaginative and Expressive Preform songe, rhymes,	InCCE Grouping Data (Year 1) 677 lasson 167 anit will include learners to data and information 11 will mand on system, to bot based on their properties, Learners will develop their understanding that objects can be given table, which is hundamental to their future staming concerning databases and given to bot, which is hundamental to their staming concerning databases in strong with a statistic of the statistics in strong with a statistic of the statistics in strong with an advice. Following this is strong with an advice. Following this strong with a statistic of the statistics is strong with a statistic of the statistics is strong with a statistic of the statistics is strong with an advice. Following this is strong with a statistic of the statistics is strong with a strong with strong with a strong with a strong with a strong with strong with strong with a strong with a strong with strong with strong with a strong with a strong with strong with strong with a strong with a strong with st			Google	Online Sarvey websites (Surveymonkey, smart survey dc)	Google
	Control	Analysis Development Convertigence management Convertigence management Convertigence management Convertigence management Convertigence management Convertigence Convertegence Convertigence Convertigence Convertegence		IACCE Record Agaptimes (Year 2) Rockin Agaptimes (Year 2) In advances of the issues in its Year 2 unit, page 1 advant Year balance seguritizers of accounts of a simple program (such as in Y). This usile organises substitution (Year) (Year) and year organises substitution and how they are implemented as a programs on digital whore, Physic III speed Table affects outcomes. Pupils will use the imposing and Yogen tensioning on the amplitude of the second second and the other second second second and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second se				NeCE Programming A - Variables in games (Year Set Bason The unit asseme that pipels will have some The unit asseme that pipels will have some the pipel of the source of the source. Sepacitality, may should be further with the pipeleticity, may should be further with the pipeleticity, may should be further with the pipeleticity, may should be further with the pipeleticity of the source. Second the Yate J, A, and S Hations group includes at least one with that focuses on Source.

				Tall Oaks Acade	my Trust Progression Map for Computing			
SUMMER	TERM	EYFS	1	2	3	4	5	6
		EYFS Rationale for Computing Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes.	The definitions of Programming and how this links to coding An introduction using a simple coding	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Understand how search technologies select and rank content Use technology safely, respectfully and	Be discerning in evaluating digital content: What is fake news? What is fact and opinion?	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into	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
Mational		Investigations, scientific inquiry and exploration are essential components of learning about and with technology both	programme To begin to identify and correct bugs in a programme		responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable	smaller parts Use technology safely, respectfully and responsibly:	that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
National Curriculum		digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to				behaviour; idenšify a range of ways to report concerns about content and contact	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
		the state of the s						
		To begin to give reasons why we need to stay safe online	E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security)	E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security)	E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership)	E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security)	E-Safety (1 Lesson) National Online Safety Centre (Online Bullying)	
		Personal, Social and Emotional Development - Managing Self Be confident to try new activities and show independence, resilience and perseverance	L1 - Video; Activity 1; Activity 3 (independent) I can explain that passwords are used to	L1 - Video recap; Activity 2; Activity 4 (independent) I can explain how passwords can be used	I can explain why copying someone else's work from the internet without permission	L1 - Video recap; Activity 1; Activity 5 I can describe strategies for keeping personal information private, depending on	L1 - Video recap; Activity 2 I can recognise that online bullying can be different to bullying in the physical world and can describe some of those	
		in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, fam ³ y names). I can explain why it is important to always ask a trusted adult before sharing any	to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g.	ian't fair and can explain what problems this might cause.	context. I can explain that intermet use is never fully private and is monitored e.g. adult supervision. I can describe how some online services I can describe how some online services may seek consent JApo store information about me; I know how to respond appropriately and who I can ask if I am not	differences. I can describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying.	
	E- safety		ask a trusted adult before sharing any personal information online, belonging to myself or others. be	creating and protecting parswords). I can explain how some people may have devices in the their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions.).		appropriately and who I can ask it I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.	I can expand how any onchain get neo in them to be a subject of the set of the set of them to be a subject of the set of the set of the set of the set of the set of the set of the and at home about online bullying. I can explain how to block about sets. I can depart how to block about sets. I can help people septiencing bullying, and how to access them (e.g. Childline or The Mol.	
			E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership)	E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership)	E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security)	E-Safety (2 Lessons) National Online Safety Centre (Copyright and Ownership)	E-Safety (1 Lesson) National Online Safety Centre (Online Reputation)	
			L1 - Video; Activity 1; Activity 3 (independent)	L1 - Video recap; Activity 2; Activity 4 (independent)	L1 - Video; Activity 2; Activity 4 I can describe simple strategies for creating and keeping passwords private.	L1 - Video recap; Activity 3; Homework When searching on the internet for content to use. I can exclain why I need to consider	L1 - Video recap; Activity 3; Activity 5 I can search for information about an individual online and summarise the	
			I call technicity for it cleare carry in technicity before to the end of the	Tear recognize that content on the interies may belong to other people. I can describe why other people's work belongs to them. $\frac{1}{20}$	and beging passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure of feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	Ind use, r can explain with rifeet to Collider who owns it and whether I have the right to use it. I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images.	information found statistical and summarise the information found. If an information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.	
	Coding		Coding Codespark Academy	Coding Codespark Academy	Coding Swift Playgrounds 3/4 lessons	Coding Swift Playgrounds 4 lessons	Coding Swift Playgrounds 4 lessons	
Curricul			4 lessons	4 lessons	Introduce to Swift Playgrounds; the concept of programming; what coding does and is for NCCE	Extension to Swift Playgrounds; create a range of programs, systems and content that accomplish given goals, NCCE	Extension to Swift Playgrounds; create a range of programs, systems and content that accomplish given goals,	
Areas covered Skills / Knowled ge					Process and Actions in Programs Programming B) (Year 3) 6 lessons This unit assumes that learners will have some prior experience of programming. The key stage 1 National Centre for Computing Education units focus on floor robots and Scratch Jr, however experience of other languages or environments may also be useful. The Year 3 — Programming A unit	Nocce Data and Information - Data logging (Year 4) 6 lessons This unit pogresses pupils' knowledge and understanding of data and how it can be collected over time to answer questions. The unit also introduces the idea of automatic data collection.		
					introduces the Scratch programming environment and the concept of sequences.			
	iWorks	Computing Skills Write my name using a keyboard on different devices. (ELC – Fine Motor Skills Use a range of small tools) To be able to name a keyboard and mouse. (ELG – Speaking use recently introduced vocabulary) Expressive Arts and Desion - Creating	NCCE Digital Writing (Year 1) 6 Lessons This unit progresses the learners' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability th find and use the keys on a	NCCE Making Music (Year 2) 6 Lessons Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.	iWorks			iW orks
		with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	keybaard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes. Following this usuit, learners will further develop their digital writing skills in the Year 6 – Web page development' unit.	This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feeL. Learners will then purposefully create rhythm patterns and music.				
	The Internet	Network and Internet: To use the internet with adult supervision to			Google	How to build a webpage resource?		
	Control	find and retrieve information Access and use simple activities using touch technology with increasing control. (ELG – Managing Self: Be confident to try new activities and show independence resilience and perseverance in the face of challenge) To type their name using a keyboard		Control - Spheros			NCCE Programming A - Selection in Physical computing (Ver 5) 6 lesson This unit assumes that learners will have prior experience of programming using block-based construction (eg Scratch) and understand the concept of sequence and	NCCE Programming B – Sensing (Year 5) 6 lessons This unit presumes that learners are already confident in their understanding of sequence, repetition and selection independently within programming. If learners are not yet ready for this, you may learners are not yet ready for this, you may
							repetition. The National Centre for Computing Education key stage 1 units focus on floor robots and Scattah <i>Ir</i> , however, experience of other languages or environments may also be useful.	wish to revisit earlier programming units where these constructs are introduced.

			1	Tall Oaks Academy	y Trust Progression Map for Computing			
- 40	Can THE	EYTS EYTS Rationale for Computing Exploring with different technologies through	Content Recognising what is personal information Conduct	Use technology safely and respectfully keep personal information release	3 Use technology safely, respectfully and responsibly:	4 Use technology safely, respectfully and responsibly:	5 Use technology safely, respectfully and responsibly:	Use technology safely, respectfully and responsibly:
		EYFS Rationale for Computing Exploring with different technologies through play provides coportanities to develop akills that children will go on to develop in their	Conduct Being a good digital citizen	Use technology safely and respectfully keep personal information private; identity where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	responsery: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.	recognise acceptable/unacceptable behaviour; identity a range of ways to report concerns about content and contact.	responses; recoprise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
		Itetimes. Investigations, scientific inquiry and	Conduct Being a good digital citizen Contact Who to go to for help and support					
Natio	al Curricu	Hetman. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional	Create and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	(including internet services) on a range of digital devices to device and create a range	select, use and combine a variety of software (including internet services) on a renne of digital devices to design and create	the internet, how they can provide multiple sendores, such as the world wide web, and	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
		Through technology children have additional opportunities to learn across all areas in		digital content	Select and use a x variety of xoftware (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplate given goals, including collecting and presenting data and information	Select, use and combine a variety of software (including internet services) on a minge of digital devices to design and create a range of programs, systems and content that accompliab given goals, including	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	programa
		both formal and informal ways. Technologies should be seen as tools to			and presenting data and information	collecting and presenting data and information		
		I mough secheology children have apportunities to learn across all areas in both formal and informal ways. Technologies should be usen as tools to learn both from and with, in order to integrate suchrology effectively within early years practice.						
	-	Vocabulary Choices, trust, safe, internet, website,	E-Safety (2 lessons) National Online Safety Centre (Self Image and Identity)	E-Safety (1 lesson) National Online Safety Centre (Self Image	E-Safety (1 Lesson) National Online Safety Centre (Online	E-Safety (1 Lesson) National Online Safety Centre (Health, Wellbeing and Mestyle)	E-Safety (1 lesson) National Online Safety Centre (Self Image	E-Safety (1 Lesson) National Online Safety Centre (Online
		password,		and Identity)	Bullying)		and denning)	Relationships)
			L1 - Video; Activity 1 L2 - Activity 2	L1 - Video recep; Activity 3; Activity 4	L1 - Video; Activity 3	L1 - Video recep; Activity 4; Homework	L1 - Video recep; Activity 2; Activity 3	L1 - Video recep; Activity 6
			La record a last mean may be people online who could make someons feel and, if something hoppens that means an end if something hoppens that means and end on give samples of when and how to appeak to an adult I can fust and how they can help.	Leas notice how other people, may look and electrophysical end of the second second second how give examples of laces that night make scenarios the acid, working, i can give examples of how they might get hep; 32	I can describe appopriate ways to behave baweds other people online and why this is important. I can give examples of how bullying bahaviour could appear online and how exemutions can get support.	Loss estable have my oxide identity can be filtered to ny oxide identity. Land dutache positive ways for screeners to interact with others critics and understand how this justice critics and understand how the justice with the screeners of the screeners with the screeners of the screeners duran paraceles the screeners and prefered to be screeners why they mght do bhs.	I can replain how identity onthin can be opend-inductive and water.dl. I can demonstrate how to make responsible choices about howing an onthe identity, depending jijon context.	L1 - Velow neepo, Achiny 6 La velow neepo, Achiny 6 may have an input patient is under all may have an input patient is under all have may have an input patient is under all may have a second the second second may have a second have a second and have to sequentify boundaries and have to sequentify boundaries and have to sequentify a second second from second second second second from second second second second for others. E.g. Scenergebac metamassing images, even if they say it is all have and have under for the share and dhave, read have an angle for the share and dhave. The disc can have interal for the share and and have. The disc can have for second and dhave. The disc can have for second and and the second second second second second and the second second second second second and second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second
		Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important.	E-Safety (1 lesson) National Online Safety Centre (Online Relationships)	E-Safety (2 Iessons) National Online Safety Centre (Online Relationships)	E-Safety (1 Lesson) National Online Safety Centre (Online Relationahips)	E-Safety (1 Lesson) National Online Safety Centre (Online Relationatips)	E-Safety (2 Lessons) National Online Safety Centre (Online Relationships)	E-Safety (1 Lesson) National Online Safety Centre (Managing Online Information)
			L1 - Video; Activity 1; Activity 2	L1 - Video recap; Activity 3; Activity 4 (independent)	L1 - Video; Activity 2	L1 - Video recep; Activity 3; Homework	L1 - Video recep; Activity 1; Activity 4; Activity 5	L1 - Video recap; Prior Learning Recap; Activity 3; Set Quiz based on statements below
			I can give examples of when I should ask permission to do something online and	I can give examples of how someone might	I can describe ways people who have similar likes and interests 32 can get together	I can describe strategies for safe and fun experiences in a range of online social environments e.g. Investreaming, gaming	I can give examples of technology - specific forms of communication (e.g. emojis,	below
			In our pipe examples of when I should all generative to its downlob growing and explain why the its important. The important is a second of the second call approx on annihold, and approx on annihold, measurements and when the second of the measurements and when the second of the measurement and when the second of the measurement of the second of the second measurement of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the	The second secon	certise. The second sec	enviconmente e gi fiveralmente, gerrarg partorme. L'ora pie voltes de la respectiva l'ano pie voltes and have the respectiva l'ano epise ante ante de la construite de la l'analità de la constructiva de la construite de la la constructiva de la construite de la construite la constructiva de la construite de la construite la constructiva de la construite de la construite la construite construite la construite de la construite la construite l	Iroms of communication (i.e., errors), Irom explaint that have as one program and the end of the end of the end of the end of the the end of the end of the end of the end of the the end of the end of the end of the end of the decide have the the end of the end of the combinitions. (i.e., guaring communities or combinitions), (i.e., guaring communities or combinitions), (i.e., guaring communities or combinitions), (i.e., guaring communities or comparison of the end of the end of the combinitions of the end of the end of the end is a nuclei and and end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end end of the end of the end of the end of the end of the end of the end of the end of the end of the end of the end of	Amore Can equiple when the part has a frame match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the match of the part of the part of the part of the part of the match of the part of the part of the part of the part of the match of the part of the part of the part of the part of the match of the part of the match of the part of the match of the part of
	E-au	M7	E-Gatety (2 Lessons) National Colline Bately Centre (Online	den'i warr to do. Magnes adiw whiter y consult. Lan explore adiw whiter y consult. Lan explore how it may make others fast if i maximum starts at start start y consult. The start of the start of the start of the start maximum starts at start start y consult. The start of the start of the start of the start of the maximum start of the start of the start of the start maximum start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the Start of the start o	orders: Development of the processes of advanting content time barriers and horizon of filter e.g. sharing images and photos. E-Salaky (1 Lesson) National (Chrim Salety Contre (Orline	E-Sately (1 Lesson) Neisonal Chrine Sately Centre (Chrine	E-Safety (1 Lesson) National Online Safety Centre (Copyright	mamormation and calentermation. I can explain why information that is on a large number of sites may still be inaccurate E-Safety (1 Lesson) National Online Safety Centra (Online
			Reputation)	Reputation)	Reputation)	Reputation)	and Ownership)	Reputation)
Curris um Area cover Skills Koner	ul s sd		L1 - Moloz; Activity 1 L2 - Activity 2; Activity 4 I can recognise that information can stey online and could be copied. I can describe what information I should not put online without asking a trusted adult find. 30	L1 - Video recep; Activity 2; Activity 4 (independent) I can explain how information put online about as more can liast for a long time. I can dearble how anyone's online information could be seen by other information could be seen by other about consent or if it is incorrect.	Lt - Video; Activity 1 Look optimized and the second for information to the second them a control and a second for and provide and the second and a second second many not be willing to share about themanohus on online. I can angular the read to be careful before sharing. I can angular the correction can ask if they are unsure about <u>Spectring</u> something centre.	L1 - Wele neary, Activity 2; Lan describe how to life d on if homealion activity and the second second second second second activity and the second second second second second information about anyone online could have been created, copied or shared by others.	L1 - Uside recept, Activity 1; Admity 4; I companies and a second of the second of the second companies of the second of the second of the second second on the second the second second of the be receard and know how this content can be found online.	L1 - Users recept, Activity 6; I can explain the ways in which anyone can dening a positive junction reputation, any sector of the sector of the sector of the protect the "digital junctionality" and online reputation, including degrees of anonymity.
80			E-Safety (1 Lesson) National Online Safety Centre (Online Bullying)	E-Safety (1 Lesson) National Online Safety Centre (Online Bullying)	E-Safety (1 Lesson) National Online Safety Centre (Health, Wellbeing and Irlestyle)		E-Safety (1 Lesson) National Online Safety Centre (Privacy and	E-Safety (1 Lesson) National Online Safety Centre (Health, Wellbeing and Ifestyle)
						E-Safety (1 Lesson) National Online Safety Centre (Online Bullying)	Security)	
			L1 - Video; Activity 1	L1 - Video recap; Activity 2; Activity 3 or 4 (independent)	L1 - Video; Activity 1	L1 - Video recap: Activity 1: Activity 4	L1 - Video recap; Recap prior Learning Y4; Activity 3	L1 - Video recap; Recap prior learning: Activity 2; Activity 4
			I can describe how to behave online in ways that do not upset others and can give manytime. $3 {\rm eff}$	I can explore wheth ballying is how pencifs many bally others and to ballying can make someone sket. I can explore two yourse who appearation I can takk dood how anyone experiences ballying can get help.	Lon explain why spendreg too much line using tar-bridger on isometimes have a samp tar-bridger on isometimes have a sequence of the sequence of the sequence sequence of the sequence of the sequence time sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the sequence of the time sequence of the sequence of the sequence of the sequence of the time sequence of the	Ean neceptive when someone is upset, had or any proble. Can be builted from describe ways propile can be builted from the source of the source of the source of the source of the source of the source of the source can option why program and to their can option why program and to their can option why program and to their can option why program and the source of the source of the source of the source of the source of the source of the source of the source of the source of the source of the line my classes.	I on explain what a strong passeord is and demonstrate how in orasis one. I can explain how may the appoint in separation way may be appoint information (e.g. friends, costacia, lass, images, video, video mesages, genocation) with others. I can explain what appermission are and con give some examples.	Lan double correct systems that mightin age-disted cortest (e.g. PEC), BEPC, prevential warnings) and describe they approxe. The system of the systems of the system that technology can place on someons and heat bachology can place on someons and design and how they are used to keep use design and how they are used to keep use. Tare assess and action different standards (e.g. eight-shift unch uses), and they are used to keep use, and they are used to be the system (e.g. eight-shift unch, regular bands, correct peakes, sheep, dest and exercise).
	Work	Using ICT: Use a mouse or key pad to make marks Use a simple art program to change colours		Use of Numbers / Excel; Google	NCCE Creating Media Stop Frame Animation (Year	NCCE Creating Media - Photo editing (Year 4)		I Can Code resources NCCE
	Modu	Use incose of key paid to make make by opport to drampe colours independent To use the IPad to take pictures		NCCE Digital Photography (Year 2) Of Fasore To han the learners' understanding To han the hearners' understanding the second second second second maniphother for different purposes. Following this unit, learners will develop their photo adding skills in Year 4. Coding Codespark Academy - 4 lessons	Creating Media Step Frame Avenation (Year 3) 50 Energy The and programme shaders' hypothologie and understanding of using digital devices and standards and an and a standards. Following this unit, learness will surface develop their video editing skills in Year 5.	Creating Media - Photo setting (Year 4) 6 Issuora This unit programm student's visital through stign digital investment of the strength inpact that adding can have on an image. Lasaness will also consider have adding can be used appropriately for different securities, and consider have adding images, combining all of hear new adds.		NGCE Costing media – 3D Modelling (Year 6) 56 Jassona This unit programsas students' knowledge and undentanding of creating 2D spatisa and undentanding of creating 2D spatisa and gram accepture. The to undertaining that any program accepture students and with 2D prophes applications.
	The	Network and Internet: To identify things they see on screen			NOCE Computing systems and networks -	NCCE Computing systems and networks - The	NCCE Computing systems and networks – Sharing Internation (Year 5) SI/ leasons	NCCE Creating media – Web page creation (Year
		North and Orientet North and Orientet Section 2014 Sectio			NCCE Description provides and relativity- in-contenting comparison. The second second 25 its second and understanding of second second second transmission of second second second second transmission of second second second second transmission of second second second second second second second second second second second second second second second second second second second second second second s	ACCE Income TV 44-01 Common TV 44-01	Internation (Year 5) 20 Hearm 20 Hearm	6) 20 Executor 20 Executor and understanding of the Internet Viewood of grant and understanding of the Internet and Understanding of the Internet Internet Internet Internet Internet Internet Internet Internet Internet Internet Interne
	Contro	Provided Development To above in initianti in individual (provide) To above initianti in individual (provide) problem and battimes To match their developing physical skills to tasks and activities in the setting.	NCCE This usit programme students' knowledge and undentanding of giving and following instructions. It rows from giving instructions to each other to giving instructions to a nobel by programming it.					