

Tall Oaks Academy Trust Progression Map for Computing

SPRING TERM	EYES	1	2	3	4	5	6
National Curriculum	<p>EYF5 Rationale for Computing</p> <p>Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetime.</p> <p>Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world.</p> <p>Through technology children have additional opportunities to learn across all areas in both formal and informal ways.</p> <p>Technologies should be seen as tools to learn from and with, in order to integrate technology effectively within early years practice.</p>	<p>Computers in my life</p> <p>Understanding that an algorithm is a simple set of instructions</p>	<p>Recognise common uses of information technology beyond school</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Design, write and debug programs that meet specific goals or solve a problem in the physical world</p>	<p>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</p> <p>Use logical reasoning to explain how some simple algorithms work</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create programs, systems and content that accomplish given goals, including modelling, simulating, and presenting data and information</p> <p>To detect and correct errors in algorithms and programs</p>	<p>Use search technologies effectively, specifying how results are selected and ranked, and be discerning in evaluating digital content</p>
	<p>E-safety</p> <p>Talk about what they are doing on a computer.</p> <p>Ask if something they find on the internet makes them feel bad.</p> <p>Speak to an adult about what they have seen.</p> <p>Follow the school's website safety rules.</p> <p>I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.</p> <p>I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are not or make believe a joke.</p> <p>I know how to get help from a trusted adult we use content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Personal, Social and Emotional Development</p> <p>To show resilience and perseverance in the face of a challenge.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video: Activity 1: Activity 3 (without descriptive writing)</p> <p>L1 - Video recap; Activity 2: Activity 3 (full task)</p> <p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons, links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and how it is not real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information that online may not be real or true.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video recap; Activity 2: Activity 3 (full task)</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</p> <p>I can explain what voice activated searching is and how it might be used, and how it is not real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information that online may not be real or true.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Self Image and Identity)</p> <p>L1 - Video: Activity 1: Activity 3 (full task)</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in app purchases, pop ups) and can judge/compare some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs (online) do not make those beliefs or opinions true.</p> <p>I can describe what technology can be designed to act like or impersonate (jacking things like e.g. bots) and describe what the benefits and risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will increase stories or any photographs and put them online to pretend that something is true when it isn't.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video recap; Activity 5: Activity 6</p> <p>I can analyse information to make a judgement about potential accuracy (I can't understand why it is important to make my own decisions regarding judgement and that my decisions are respected by others).</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. judicial media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in app purchases, pop ups) and can judge/compare some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs (online) do not make those beliefs or opinions true.</p> <p>I can describe what technology can be designed to act like or impersonate (jacking things like e.g. bots) and describe what the benefits and risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will increase stories or any photographs and put them online to pretend that something is true when it isn't.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video recap; Recap Prior Learning; Activity 6: Homework Activity</p> <p>I can explain the benefits and limitations of using different types of search technologies (e.g. voice-activated search engines).</p> <p>I can explain how some technology can limit the information we are presented with e.g. 'voice-activated' search engines.</p> <p>I can explain what is meant by 'being suspicious'.</p> <p>I can give examples of when and why it is important to be suspicious.</p> <p>I can evaluate digital content and can explain how to make choices about what it is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: Information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agencies, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype' how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p>	
E-safety	<p>E-safety</p> <p>Talk about what they are doing on a computer.</p> <p>Ask if something they find on the internet makes them feel bad.</p> <p>Speak to an adult about what they have seen.</p> <p>Follow the school's website safety rules.</p> <p>I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.</p> <p>I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are not or make believe a joke.</p> <p>I know how to get help from a trusted adult we use content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Personal, Social and Emotional Development</p> <p>To show resilience and perseverance in the face of a challenge.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video: Activity 1</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Activity 2: Activity 4 (with dependent)</p> <p>I can explain simple guidance for using technology in different environments and settings, e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those investigators can help anyone accessing online technologies.</p> <p>I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online, (e.g. in videos, memes, posts, news stories etc).</p> <p>I can explain that not all opinions shared may be accepted as true or false by others (e.g. members under the hood)</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video: Activity 1: Activity 2</p> <p>I can demonstrate how to use key phrases in search engines to gather (accurate) information online.</p> <p>I can explain what assumptions is and how to choose the best judgement.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online, (e.g. in videos, memes, posts, news stories etc).</p> <p>I can explain that not all opinions shared may be accepted as true or false by others (e.g. members under the hood)</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Recap prior learning Y3; Homework activity</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify risks or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Recap prior learning Y4; Activity 3</p> <p>I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>I can recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request to take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	
Curriculum Areas covered	<p>Coding</p> <p>Expressive Arts and Design</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Using ICT:</p> <p>To access, understand and interact with a range of technology within the Year 2 environment.</p> <p>To draw pictures on iPads or iWB, changing colour and pen size</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video: Activity 1</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Activity 2: Activity 4 (with dependent)</p> <p>I can explain simple guidance for using technology in different environments and settings, e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those investigators can help anyone accessing online technologies.</p> <p>I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online, (e.g. in videos, memes, posts, news stories etc).</p> <p>I can explain that not all opinions shared may be accepted as true or false by others (e.g. members under the hood)</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Managing Online Information)</p> <p>L1 - Video: Activity 1: Activity 2</p> <p>I can demonstrate how to use key phrases in search engines to gather (accurate) information online.</p> <p>I can explain what assumptions is and how to choose the best judgement.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online, (e.g. in videos, memes, posts, news stories etc).</p> <p>I can explain that not all opinions shared may be accepted as true or false by others (e.g. members under the hood)</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Recap prior learning Y3; Homework activity</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify risks or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>E-Safety (1 Lesson)</p> <p>National Online Safety Centre (Health, Wellbeing and Identity)</p> <p>L1 - Video recap; Recap prior learning Y4; Activity 3</p> <p>I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>I can recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request to take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	
Skills / Knowledge	<p>Expressive Arts and Design</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Using ICT:</p> <p>To access, understand and interact with a range of technology within the Year 2 environment.</p> <p>To draw pictures on iPads or iWB, changing colour and pen size</p>	<p>NCEC</p> <p>Introduction to Quizzes (Year 2) 4/5 lessons</p> <p>This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>	<p>NCEC</p> <p>Introduction to Quizzes (Year 2) 4/5 lessons</p> <p>This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>	<p>Coding Swift Playgrounds; Microsoft EDU</p> <p>Coding Swift Playgrounds; Microsoft EDU</p>	<p>Coding Swift Playgrounds</p> <p>Extension to Swift Playgrounds; create a range of programs, systems and content that accomplish given goals.</p> <p>Swift Playgrounds; Apple Learn to Code resource</p>	<p>Coding</p> <p>3/4 lessons</p> <p>Extension to Swift Playgrounds; create a range of programs, systems and content that accomplish given goals.</p> <p>Swift Playgrounds; Apple Learn to Code resource</p>	
Works / Media	<p>Expressive Arts and Design</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Using ICT:</p> <p>To access, understand and interact with a range of technology within the Year 2 environment.</p> <p>To draw pictures on iPads or iWB, changing colour and pen size</p>	<p>NCEC</p> <p>Technology Around Us (Year 1) Lessons 1, 2, 4 & 5</p> <p>This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse. This unit also introduces the '2' Computer systems and networks unit. IT around us.</p>	<p>Works; Movie</p> <p>NCEC</p> <p>Developing Habits (Year 3) 6 lessons</p> <p>This unit progresses learners' knowledge and understanding of using digital devices to create text and investigate links with the following units: Digital Writing Year 1, Digital Learning Year 1, and Digital Photography Year 2.</p> <p>OR (dependent on planning / topic focus)</p> <p>NCEC</p> <p>Branding Databases (Year 3) 6 lessons</p> <p>This unit progresses students' knowledge and understanding of presenting information. It builds on their knowledge of data and information from key stage 1. They continue to develop their understanding of attributes and begin to construct and recognise branching databases as a means of displaying and retrieving information.</p>	<p>Works; - use of Keynote to present information (e.g. Food chain etc)</p> <p>NCEC</p> <p>Creating Media - Audio editing (Make a Podcast) (Year 4) 6 lessons</p> <p>This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the 'Video editing' unit in Year 5.</p>	<p>NCEC</p> <p>Creating Media - Photo editing (Year 5) 6 lessons</p> <p>This unit progresses learners' knowledge and understanding of creating media by putting them systematically through the process involved in creating a video. The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explore some of the features of video production. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.</p>	<p>NCEC</p> <p>Data and information - Spreadsheets (Year 6) 5/6 lessons</p> <p>This unit progresses students' knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets.</p>	
The Internet	<p>Recognise a range of technology that is used in places such as homes and schools. (EIG) (National Curriculum) Know some similarities and differences between things in the past and now, drawing on their experiences)</p> <p>Understand the purpose of and experiment with hardware such as cameras, computers, iPads, voice recorders etc. (EIG) Self-Regulation: being able to wait for what they want and control their immediate responses when appropriate. (EIG) Being Imaginative and Expressive: Practice spots, stories</p>	<p>NCEC</p> <p>Grouping Data (Year 1) 6/7 lessons</p> <p>This unit will introduce learners to: data and information. It will introduce learners to the concept of labelling and grouping objects based on their properties. Learners will develop their understanding that objects can be given labels, which is fundamental to later learning concerning databases and spreadsheets. In addition, learners will begin to improve their ability to use grouping and dropping skills on a device. Follow this unit, in Year 2, learners will progress data</p>	<p>NCEC</p> <p>Grouping Data (Year 2) 4/5 lessons</p> <p>In advance of the lessons in this Year 2 unit, pupils should have had some experience of passing short programs and predicting the outcome of a simple program (such as in Y1). This unit progresses students' knowledge and understanding of algorithms and how they are implemented as programs on digital devices. Pupils will spend time looking at how the order of commands affects outcomes. Pupils will use this knowledge and logical reasoning to trace programs and predict outcomes.</p>	<p>Google</p>	<p>Google</p>	<p>Drive; Survey websites (SurveyMonkey, smart survey etc)</p> <p>Google</p>	
Control	<p>Physical Development</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>To know and talk about the different factors that support their overall health and wellbeing - sensible amounts of 'screen time'</p> <p>Making Things Happen:</p> <p>Enjoy simple computer games</p> <p>Move objects around on a screen</p> <p>To know a mouse moves the cursor on a screen.</p> <p>To explore how a Bee-Bot works using directional language accurately</p> <p>Vocabulary</p> <p>Click, save, open, zoom in/out, screen, keyboard, mouse</p>	<p>NCEC</p> <p>Grouping Data (Year 1) 6/7 lessons</p> <p>This unit will introduce learners to: data and information. It will introduce learners to the concept of labelling and grouping objects based on their properties. Learners will develop their understanding that objects can be given labels, which is fundamental to later learning concerning databases and spreadsheets. In addition, learners will begin to improve their ability to use grouping and dropping skills on a device. Follow this unit, in Year 2, learners will progress data</p>	<p>NCEC</p> <p>Grouping Data (Year 2) 4/5 lessons</p> <p>In advance of the lessons in this Year 2 unit, pupils should have had some experience of passing short programs and predicting the outcome of a simple program (such as in Y1). This unit progresses students' knowledge and understanding of algorithms and how they are implemented as programs on digital devices. Pupils will spend time looking at how the order of commands affects outcomes. Pupils will use this knowledge and logical reasoning to trace programs and predict outcomes.</p>	<p>Google</p>	<p>Google</p>	<p>Drive; Survey websites (SurveyMonkey, smart survey etc)</p> <p>Google</p>	<p>NCEC</p> <p>Programming A - Variables in games (Year 6) 6/6 lessons</p> <p>This unit assumes that pupils will have some prior experience of programming in Scratch. Specifically, they should be familiar with the programming constructs of sequence, repetition, and selection. These constructs are covered in the Year 4, 4, and 4, and National Centre for Computing Education programming units respectively. Each year group includes at least one unit that focuses on Scratch.</p>

Tall Oaks Academy Trust Progression Map for Computing

SUMMER TERM	EYF5	1	2	3	4	5	6
National Curriculum	<p>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. 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 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 integrate technology effectively within early years practice.</p>	<p>The definitions of Programming and how this links to coding An introduction using a simple coding programme To begin to identify and correct bugs in a programme</p>	<p>Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>	<p>Understand how search technologies select and rank content Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Be discerning in evaluating digital content: What is fake news? What is fact and opinion? Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>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</p>
	<p>E-Safety To begin to give reasons why we need to stay safe online 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.</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security) L1 - Video: Activity 1; Activity 3 (independent) I can explain that passwords are used to 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, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. ;i;</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security) L1 - Video recap; Activity 2; Activity 4 (independent) I can explain how passwords can be used 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. creating and protecting passwords). I can explain how some people may have devices in the their homes connected to the internet and give some examples (e.g. tablets, fridges, toys, televisions.).</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership) L1 - Video; Activity 2 I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored e.g. adult supervision. I can describe how some online services may seek consent (i.e. store information about me, I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security) L1 - Video recap; Activity 1; Activity 5 I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored e.g. adult supervision. I can describe how some online services may seek consent (i.e. store information about me, I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Online Bullying) 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 these differences. I can describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
E-Safety	<p>E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership) L1 - Video: Activity 1; Activity 3 (independent) I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. I designed it or I filmed it). I can save my work under a suitable filename so that others know it belongs to me (e.g. filename, name on content). I understand that work made by others does not belong to me even if I save a copy.</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Copyright and Ownership) L1 - Video: Activity 2; Activity 4 (independent) I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. ;i;</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security) L1 - Video; Activity 2; Activity 4 I can describe simple strategies for creating and keeping 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.</p>	<p>E-Safety (1 Lesson) National Online Safety Centre (Privacy and Security) L1 - Video; Activity 2; Activity 4 When searching on the internet for content to use, I can explain why I need to consider 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.</p>	<p>E-Safety (2 Lessons) National Online Safety Centre (Copyright and Ownership) L1 - Video recap; Activity 3; Homework I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p>		
	<p>Coding</p>	<p>Coding Codepark Academy 4 lessons</p>	<p>Coding Codepark Academy 4 lessons</p>	<p>Coding Codepark Academy 4 lessons NCE Events 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 introduces the Scratch programming environment and the concept of sequences.</p>	<p>Coding Codepark Academy 4 lessons NCE Data and Information - Data logging (Year 4) 6 lessons This unit progresses 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.</p>		
Curriculum Areas covered	<p>Skills / Knowledge</p>	<p>Coding</p>	<p>Coding</p>	<p>Coding</p>	<p>Coding</p>	<p>Coding</p>	
	<p>Works</p>	<p>Computing Skills Write my name using a keyboard on different devices, (ELG – 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 Design - Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.</p>	<p>NCE Digital Writing (Year 1) 6 Lessons This unit progresses the learners' knowledge and understanding of using computers to create and manipulate digital content, focusing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard 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 unit, learners will further develop their digital writing skills in the Year 3 – Desktop publishing unit and the Year 6 – Web page development' unit.</p>	<p>NCE 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. This unit progresses students' knowledge how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.</p>	<p>Works</p>	<p>Works</p>	
<p>The internet</p>	<p>Network and Internet: To use the internet with adult supervision to find and retrieve information</p>		<p>Control - Spheros</p>	<p>Google</p>	<p>How to build a webpage resources?</p>		
<p>Control</p>	<p>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</p>					<p>NCE Programming A – Selection in Physical Computing (Year 5) 6 lessons This unit assumes that learners will have prior experience of programming using block-based construction (eg Scratch) and understand the concepts of sequence and repetition. The National Centre for Computing Education key stage 1 units focus on floor robots and Scratch.Jr, however, experience of other languages or environments may also be useful.</p>	<p>NCE 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 wish to revisit earlier programming units where these constructs are introduced.</p>

