


## Progression of Knowledge

 <b>EYFS</b>	<p style="text-align: center;"><b><u>Computer Science</u></b></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 Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p style="text-align: center;"><b><u>Digital Literacy</u></b></p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p style="text-align: center;"><b><u>Other</u></b></p>
<p><b>EYFS</b></p>	<p><b><u>SUPER SPACE</u></b>  Curriculum Links:  Science  Concepts and Approaches:  Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction  Includes 3 space themed activities to develop pupils computational thinking and problem solving skills. Include creating algorithms to direct a rocket through space and spotting patterns in pictures of aliens.</p> <p><b><u>BOATS AHOY</u></b>  Curriculum Links:  Science, Maths, English, D&amp;T  Concepts &amp; Approaches:  Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating  Takes children on a journey of discovery as they investigate boats. Four activities make up this set of resources. Includes different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.</p> <p><b><u>BUSY BODIES</u></b>  Curriculum Links:  PSHE, English, Science  Concepts &amp; Approaches:  Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction  Provides four activities that help children discover how bodies move and grow. Using the resources provided they explore and learn about parts of the body, growth and movement. Simple algorithms are created and adapted to form a routine of movements.</p> <p><b><u>SUMMER FUN</u></b>  Curriculum Links:  Science, Maths, English, D&amp;T  Concepts &amp; Approaches:  Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms  Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams, in these three fun activities.</p> <p><b><u>AWESOME AUTUMN</u></b>  Curriculum Links:  Early Years  Concepts &amp; Approaches:  Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating  Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>			

## Progression of Knowledge

### WINTER WARMERS

Curriculum Links:

Early Years

Concepts & Approaches:

Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering

Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.

### SPRINGTIME

Curriculum Links:

Early Years

Concepts & Approaches:

Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition

Three Spring themed activities see the children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.

### Online safety (national online safety) one unit per term

Children in the early years are now more digitally savvy than ever before. Although only just starting to discover what the online world has to offer, it's so important that they're taught how to navigate content safely and make sure they have the awareness to raise anything they're not sure about from a young age.

Purposely developed to make life easier for teachers, our lesson plans for the early years provide you with everything you need to engage and inspire young minds to learn about online safety.

Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:

- An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles
- Interactive videos to nurture learning through play, exploring and creativity
- Playful resources to aid and complement lesson plan activities and discussion
- Keywords and glossary to help prompt topic association and embed classroom learning
- Key questions and recap ideas to stimulate discussion and independent thought

Developed in line with and to support statutory policy and recommended guidance, including:

- Education for a Connected World
- Relationships education, relationships and sex education (RSE) and health education
- Teaching online safety in school

Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework

- Self-image & identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing & lifestyle
- Privacy & security
- Copyright & ownership

## Progression of Knowledge



KS1

### Computer Science

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs

### Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

### Digital Literacy

Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### Other

## Progression of Knowledge

<p>Y1</p>	<p><b><u>Programming A – Moving a robot</u></b> <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Recognise common uses of information technology beyond school</li> </ul> <p><b><u>Programming B – Programming animations</u></b> <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b><u>Digital photography (Y2 section)</u></b> <a href="#">National curriculum computing links</a></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• To identify that some images are not real (fake)</li> </ul> <p><b><u>Creating media – Digital writing</u></b> <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Use technology safely and respectfully, keeping personal information private</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>• I can give reasons why I should only share information with people I choose to and can trust. (Y1)</li> </ul> <p><b><u>Technology around us</u></b></p> <ul style="list-style-type: none"> <li>⊄ <a href="#">National curriculum links</a></li> <li>⊄ Recognise common uses of information technology beyond school</li> <li>⊄ Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>⊄ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about</li> </ul>	<p><b><u>Online safety (national online safety) one unit per term</u></b></p> <p>Children now are more digitally savvy than ever before. At this age, they're starting to discover what the online world has to offer even more, so it's important that they're taught how to navigate content safely and make sure they have the awareness to raise anything they're not sure about from a young age.</p> <p>Purposely developed to make life easier for teachers, our lesson plans for year 1 provide you with everything you need to engage and inspire young minds to learn about online safety.</p> <p>Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <ul style="list-style-type: none"> <li>• An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</li> <li>• Complementary videos to nurture learning through play, exploring and creativity</li> <li>• Playful resources to aid and support lesson plan activities and discussion</li> <li>• Keywords and glossary to help prompt topic association and embed classroom learning</li> <li>• Key questions and recap ideas to stimulate discussion and independent thought</li> </ul> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <ul style="list-style-type: none"> <li>• Education for a Connected World</li> <li>• Relationships education, relationships and sex education (RSE) and health education</li> <li>• Teaching online safety in school</li> </ul> <p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <ul style="list-style-type: none"> <li>• Self-image &amp; identity</li> <li>• Online relationships</li> <li>• Online reputation</li> </ul>	<p><b><u>Saving Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Year group log in with class folder inside.</li> <li>2. Teachers create a folder with the name of the lesson and the date inside the class folder.</li> <li>3. Children save their leaning in the correct folder using their name/names.</li> <li>4. Digital evidence ppt created by the class teacher to include pupil voice</li> </ol>
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## Progression of Knowledge

		<p>content or contact on the internet or other online technologies.</p> <p>€ <a href="#">Education for a Connected World links</a></p> <p>€ Health, well-being and lifestyle</p> <p>€ I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>€ I can give some simple examples</p> <p>€ <a href="#">Copyright and ownership</a></p> <p>€ I know that the work I create belongs to me</p> <p>€ I can name my work so that others know it belongs to me</p>	<ul style="list-style-type: none"><li>• Online bullying</li><li>• Managing online information</li><li>• Health, wellbeing &amp; lifestyle</li><li>• Privacy &amp; security</li><li>• Copyright &amp; ownership</li></ul>	
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## Progression of Knowledge

<p><b>Y2</b></p>	<p><b><u>Robot algorithms</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National curriculum links</a></li> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b><u>Programming quizzes</u></b></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p><b><u>Creating media – Digital painting (Y1 section)</u></b></p> <p><a href="#">National curriculum links</a></p> <p><b>KS1 Computing</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> </ul> <p><b>KS1 Art and Design</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>• About the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and making links to their own work</li> </ul> <p><b><u>Information technology around us</u></b></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <p>Health, well-being, and lifestyle</p> <ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology</li> <li>• I can give some simple examples</li> </ul> <p><b><u>Data and information – Pictograms</u></b></p> <p><a href="#">National curriculum links</a></p>	<p><b><u>Using school-based technology on the internet</u></b></p> <ul style="list-style-type: none"> <li>• Access the internet, use log in to access TYMTR, Bugclub and Sumdog at home and school</li> </ul> <p><b><u>Online safety (national online safety) one unit per term</u></b></p> <p>Children now are more digitally savvy than ever before. At this age, they're starting to discover what the online world has to offer even more, so it's important that they're taught how to navigate content safely and make sure they have the awareness to raise anything they're not sure about from a young age.</p> <p>Purposely developed to make life easier for teachers, our lesson plans for year 2 provide you with everything you need to engage and inspire young minds to learn about online safety.</p> <p>Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <p>An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</p> <p>Complementary videos to nurture learning through play, exploring and creativity</p> <p>Playful resources to aid and support lesson plan activities and discussion</p> <p>Keywords and glossary to help prompt topic association and embed classroom learning</p> <p>Key questions and recap ideas to stimulate discussion and independent thought</p> <p><i>Plus 'coming soon' – a brand new interactive video designed in the style of a game to help review previous learning and embed subject-knowledge</i></p> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <p>Education for a Connected World Relationships education, relationships and sex education (RSE) and health education Teaching online safety in school</p>	<ul style="list-style-type: none"> <li>• <b><u>Saving Learning</u></b></li> <li>• <b>Year group log in with class folder inside.</b></li> <li>• <b>Teachers create a folder with the name of the lesson and the date inside the class folder.</b></li> <li>• <b>Children save their leaning in the correct folder using their name/names.</b></li> <li>• <b>Digital evidence ppt created by the class teacher to include pupil voice</b></li> </ul>
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## Progression of Knowledge

		<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><a href="#">Education for a Connected World links</a></p> <p>Self image and identity</p> <p>I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</p> <p>I can explain how this could be either in real life or online</p> <p>If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust</p> <p>Health, wellbeing and lifestyle</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>I can give some simple examples</p> <p>Privacy and security</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p>	<p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <p>Self-image &amp; identity</p> <p>Online relationships</p> <p>Online reputation</p> <p>Online bullying</p> <p>Managing online information</p> <p>Health, wellbeing &amp; lifestyle</p> <p>Privacy &amp; security</p> <p>Copyright &amp; ownership</p>	
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<b>KS2</b>	<p><b><u>Computer Science</u></b></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 sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p>	<p><b><u>Information Technology</u></b></p> <p>Use search technologies effectively 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</p>	<p><b><u>Digital Literacy</u></b></p> <p>Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital 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><b><u>Other</u></b></p>
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## Progression of Knowledge

	Appreciate how [search] results are selected and ranked			
Y3	<p><b><u>Programming A - Sequencing sounds</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National curriculum links</a></li> <li>• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>• 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</li> </ul> <p><b><u>Programming B – Events and actions in programs</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National curriculum links</a></li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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</li> </ul>	<p><b><u>Desktop publishing</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National curriculum links</a></li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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 <a href="#">Education for a Connected World links</a></li> <li>• <b>Managing online information</b></li> <li>• I can use key phrases in search engines</li> <li>• I can use search technologies effectively</li> </ul> <p><a href="#">Copyright and ownership</a></p> <ul style="list-style-type: none"> <li>• 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 reuse it</li> <li>• I can demonstrate the use of search tools to find and access online content which can be reused by others</li> </ul> <p><b><u>Stop-frame animation -Desktop Hue software</u></b></p>	<ul style="list-style-type: none"> <li>• <b><u>Online safety (national online safety) one unit per term</u></b></li> </ul> <p>Children now are more digitally savvy than ever before. At this age, they're gaining more independence and starting to explore the online world further, so it's important that they're taught how to navigate content safely and make sure they have the confidence and awareness to raise anything they're not sure about.</p> <p>Purposely developed to make life easier for teachers, our lesson plans for year 3 provide you with everything you need to engage and inspire young minds to learn about online safety.</p> <p>Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <p>An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</p> <p>Complementary videos to nurture learning through play, exploring and creativity</p> <p>Playful resources to aid and support lesson plan activities and discussion</p> <p>Keywords and glossary to help prompt topic association and embed classroom learning</p> <p>Key questions and recap ideas to stimulate discussion and independent thought</p> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <p>Education for a Connected World Relationships education, relationships and sex education (RSE) and health education Teaching online safety in school</p> <p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <p>Self-image &amp; identity Online relationships Online reputation Online bullying</p>	<ul style="list-style-type: none"> <li>• <b><u>Saving Learning</u></b></li> <li>• <b>Year group log in with class folder inside.</b></li> <li>• <b>Teachers create a folder with the name of the lesson and the date inside the class folder.</b></li> <li>• <b>Children save their learning in the correct folder using their name/names.</b></li> <li>• <b>Digital evidence ppt created by the class teacher to include pupil voice</b></li> </ul>



## Progression of Knowledge

		<ul style="list-style-type: none"> <li>• <a href="#">National curriculum computing links</a></li> <li>• <b>Computing</b></li> <li>•             <ul style="list-style-type: none"> <li>● 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</li> </ul> </li> <li>•             <ul style="list-style-type: none"> <li>● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> </li> <li>• <a href="#">Education for a Connected World links</a></li> <li>• <a href="#">Managing online information</a></li> <li>•             <ul style="list-style-type: none"> <li>● I can use key phrases in search engines.</li> <li>● I can use search technologies effectively.</li> </ul> </li> <li>• <b>Copyright and ownership</b></li> <li>•             <ul style="list-style-type: none"> <li>● I can explain why copying someone else’s work from the internet without permission can cause problems.</li> <li>● I can give examples of what those problems might be.</li> <li>● 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 reuse it.</li> <li>● I can give some simple examples.</li> <li>● I can give examples of content that is permitted to be reused.</li> <li>● I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> </ul> </li> </ul> <p><b><u>Connecting computers</u></b>  <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• 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</li> </ul>	<p>Managing online information            Health, wellbeing &amp; lifestyle            Privacy &amp; security            Copyright &amp; ownership</p>	
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## Progression of Knowledge

		<ul style="list-style-type: none"> <li>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</li> </ul>		
<p><b>Y4</b></p>	<p><b><u>Repetition in games</u></b></p> <ul style="list-style-type: none"> <li><a href="#">National curriculum links</a></li> <li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>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</li> </ul>	<p><b><u>Creating media – Audio production</u></b></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <p>Copyright and ownership</p> <ul style="list-style-type: none"> <li>I can explain why copying someone else’s work from the internet without permission can cause problems (Y3)</li> <li>I can give examples of what those problems might be (Y3)</li> <li>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 reuse it (Y4)</li> <li>I can give some simple examples (Y4)</li> </ul> <p><b><u>Photo editing</u></b></p> <p><a href="#">Computing national curriculum links</a></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b><u>Online safety (national online safety) one unit per term</u></b></p> <p>Children now are more digitally savvy than ever before. At this age, they’re gaining more independence and starting to explore the online world further, so it’s important that they’re taught how to navigate content safely and make sure they have the confidence and awareness to raise anything they’re not sure about.</p> <p>Purposely developed to make life easier for teachers, our lesson plans for year 4 provide you with everything you need to engage and inspire young minds to learn about online safety.</p> <p>Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <ul style="list-style-type: none"> <li>An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</li> <li>Complementary videos to nurture learning through play, exploring and creativity</li> <li>Playful resources to aid and support lesson plan activities and discussion</li> <li>Keywords and glossary to help prompt topic association and embed classroom learning</li> <li>Key questions and recap ideas to stimulate discussion and independent thought</li> </ul> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <ul style="list-style-type: none"> <li>Education for a Connected World</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Saving Learning</u></b></li> <li><b>Year group log in with class folder inside.</b></li> <li><b>Teachers create a folder with the name of the lesson and the date inside the class folder.</b></li> <li><b>Children save their learning in the correct folder using their name/names.</b></li> <li><b>Digital evidence ppt created by the class teacher to include pupil voice</b></li> </ul>

## Progression of Knowledge

		<ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• <b>Self-image and identity</b></li> </ul> <ul style="list-style-type: none"> <li>• I can describe ways in which people might make themselves look different online</li> </ul> <p><b><u>The internet</u></b></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. PSHE (Lesson 6)</li> <li>• Evaluating content for honesty and accuracy that my decisions are respected by others.</li> <li>• I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li> <li>• 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, or influencers).</li> <li>• I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships education, relationships and sex education (RSE) and health education</li> <li>• Teaching online safety in school</li> </ul> <p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <ul style="list-style-type: none"> <li>• Self-image &amp; identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing &amp; lifestyle</li> <li>• Privacy &amp; security</li> <li>• Copyright &amp; ownership</li> </ul>	
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## Progression of Knowledge

		<p><a href="#">Education for a Connected World links</a> Managing online information</p> <ul style="list-style-type: none"> <li>I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and</li> </ul>		
<p><b>Y5</b></p>	<p><b><u>Kodu Programming – twinkl</u></b> all children should be able to:</p> <ul style="list-style-type: none"> <li>Open Kodu and navigate the programming environment using keyboard or mouse.</li> <li>Add objects to a world and program them using When and Do instructions.</li> <li>Plan and design the features of an original virtual environment.</li> <li>Program a character to move around a track.</li> <li>Create a path for a character to follow</li> </ul> <p><b><u>Controlling Devices: Flowol twinkl</u></b> ...all children should be able to:</p> <ul style="list-style-type: none"> <li>Follow written instructions to draw a simple flowchart.</li> <li>Insert symbols into a flowchart.</li> <li>Add inputs into a flowchart.</li> <li>Identify conventional symbols, understanding the process of each stage.</li> </ul>	<p><b><u>Video production</u></b> <a href="#">National curriculum links</a> <b>Computing</b></p> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b>Internet safety</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour</li> </ul> <p><b><u>Systems and searching</u></b> <a href="#">National curriculum links</a></p> <ol style="list-style-type: none"> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <a href="#">Education for a Connected World links</a></li> </ol> <ol style="list-style-type: none"> <li>I am aware that a person’s online activity, history or profile (their</li> </ol>	<p><b><u>Online safety (national online safety) one unit per term</u></b> Children now are more digitally savvy than ever before. At this age, they’re gaining more independence and starting to explore the online world further, so it’s important that they’re taught how to navigate content safely and make sure they have the confidence and awareness to raise anything they’re not sure about. Purposely developed to make life easier for teachers, our lesson plans for year 5 provide you with everything you need to engage and inspire young minds to learn about online safety. Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <ul style="list-style-type: none"> <li>An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</li> <li>Complementary videos to nurture learning through play, exploring and creativity</li> <li>Playful resources to aid and support lesson plan activities and discussion</li> <li>Keywords and glossary to help prompt topic association and embed classroom learning</li> <li>Key questions and recap ideas to stimulate discussion and independent thought</li> </ul> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <ul style="list-style-type: none"> <li>Education for a Connected World</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Saving Learning</u></b></li> <li><b>Year group log in with class folder inside.</b></li> <li><b>Teachers create a folder with the name of the lesson and the date inside the class folder.</b></li> <li><b>Children save their leaning in the correct folder using their name/names.</b></li> <li><b>Digital evidence ppt created by the class teacher to include pupil voice</b></li> </ul>

## Progression of Knowledge

		<p>'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.</p> <p>2. I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results)</p>	<ul style="list-style-type: none"> <li>• Relationships education, relationships and sex education (RSE) and health education</li> <li>• Teaching online safety in school</li> </ul> <p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <ul style="list-style-type: none"> <li>• Self-image &amp; identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing &amp; lifestyle</li> <li>• Privacy &amp; security</li> <li>• Copyright &amp; ownership</li> </ul>	
<p>Y6</p>	<p><u>Programming A – Variables in games</u>  <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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</li> </ul>	<p><u>Introduction to spreadsheets</u>  <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Managing information online</a></li> <li>• I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)</li> <li>• I can use different search technologies</li> <li>• I can evaluate digital content and can explain how I make choices from search results</li> </ul> <p><u>Web page creation</u>  <a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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.</li> </ul>	<p><u>Online safety (national online safety) one unit per term</u></p> <p>Children now are more digitally savvy than ever before. At this age, they're gaining more independence and starting to explore the online world further, so it's important that they're taught how to navigate content safely and make sure they have the confidence and awareness to raise anything they're not sure about.</p> <p>Purposely developed to make life easier for teachers, our lesson plans for year 6 provide you with everything you need to engage and inspire young minds to learn about online safety.</p> <p>Formed directly in line with the learning objectives from the UKCIS Education for a Connected World Framework, and designed to support statutory curriculum requirements and recommended best practice, our lesson plans include:</p> <ul style="list-style-type: none"> <li>• An easy-to-follow structure with clear objectives, teacher-led activities and independent tasks to support different learning styles</li> <li>• Complementary videos to nurture learning through play, exploring and creativity</li> <li>• Playful resources to aid and support lesson plan activities and discussion</li> <li>• Keywords and glossary to help prompt topic association and embed classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Saving Learning</u></b></li> <li>• <b>Year group log in with class folder inside.</b></li> <li>• <b>Teachers create a folder with the name of the lesson and the date inside the class folder.</b></li> <li>• <b>Children save their leaning in the correct folder using their name/names.</b></li> <li>• <b>Digital evidence ppt created by the class teacher to include pupil voice</b></li> </ul>

## Progression of Knowledge

		<ul style="list-style-type: none"> <li>• use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• Online relationships</li> <li>• I can use the internet with adult support to communicate with people I know. (EY-7)</li> </ul> <p><a href="#">Managing information online</a></p> <ul style="list-style-type: none"> <li>• I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)</li> </ul> <p><a href="#">Copyright and ownership</a></p> <ul style="list-style-type: none"> <li>• I can explain why copying someone else’s work from the internet without permission can cause problems.</li> <li>• I can give examples of what those problems might be.</li> <li>• 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 reuse it.</li> <li>• I can give some simple examples.</li> <li>• I can assess and justify when it is acceptable to use the work of others.</li> <li>• I can give examples of content that is permitted to be reused.</li> <li>• I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>• I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> <li>• I can explain the principles of fair use and apply this to case studies. (11-14)</li> </ul> <p><a href="#">Systems and searching</a></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use search technologies effectively, appreciate how results are selected and</li> </ul>	<ul style="list-style-type: none"> <li>• Key questions and recap ideas to stimulate discussion and independent thought</li> </ul> <p><i>Plus ‘coming soon’ – a brand new interactive video designed in the style of a game to help review previous learning and embed subject-knowledge</i></p> <p>Developed in line with and to support statutory policy and recommended guidance, including:</p> <ul style="list-style-type: none"> <li>• Education for a Connected World</li> <li>• Relationships education, relationships and sex education (RSE) and health education</li> <li>• Teaching online safety in school</li> </ul> <p>Based on the 8 topics outlined in the UKCIS Education for a Connected World Framework</p> <ul style="list-style-type: none"> <li>• Self-image &amp; identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing &amp; lifestyle</li> <li>• Privacy &amp; security</li> </ul> <p>Copyright &amp; ownership</p>	
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## Progression of Knowledge

		<p>ranked, and be discerning in evaluating digital content</p> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• I am aware that a person’s online activity, history or profile (their ‘digital personality’) will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.</li> <li>• I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results)</li> </ul> <p><b><u>Communication and collaboration</u></b></p> <p><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><a href="#">Education for a Connected World links</a></p> <ul style="list-style-type: none"> <li>• I can describe and assess the benefits and the potential risks of sharing information online.</li> <li>• I can assess and justify when it is acceptable to use the work of others</li> <li>• I can give examples of content that is permitted to be reused</li> </ul>		
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