

Subject Map

Subject: Computing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<u>Computer Science</u>	<u>Information Technology</u>	<u>Digital Citizenship</u>	<u>Digital Literacy</u>	<u>Revision Computer Science/ Information Technology</u>	<u>Revision Digital Citizenship/ Digital Literacy</u>
Year 1	<p><u>Computer Science</u></p> <p><u>Focusing on real-life events (the street lights come on when it's dark, the lights come on when you press the switch)</u></p> <p>Children in Early Years are already immersed in a programmed world.</p> <p>They experience it every day of their lives when:</p> <ul style="list-style-type: none"> to experience the doors at the supermarket open automatically when they approach, to experience the hand drier starts when they place their hands underneath to experience the price of an item shows as you scan 	<p><u>Information Technology</u></p> <p><u>Focusing on explaining how things work (we use a keyboard to make letters appear, we press switches to turn things on, how do we choose an app?)</u></p> <p>Children's natural curiosity has always driven them to develop an understanding of the world around them and this is no different when it comes to</p>	<p><u>Digital Citizenship</u></p> <p><u>Focusing on 'telling an adult when we see something we don't like on the internet'</u></p> <p>to learn to be e-safe from an early age. , to know to tell an adult if they see something rude or scary</p> <p>Additionally, and importantly, this will be alongside and with the involvement of parents and</p>	<p><u>Digital Literacy</u></p> <p><u>Focusing on switching things on/off and beginning to use ipads and computers</u></p> <p>to support the youngest children as they explore digital apparatus with discussion about what it does, how it works and how to use it safely.</p> <p>to explore mark making programs on screens, tablets</p>	<p><u>Revision Computer Science/ Information Technology</u></p> <p><u>Focussing on:</u></p> <p>To 'program' friends by telling them how to move around like a robot or make a pretend sandwich</p> <ul style="list-style-type: none"> to use control toys like remote control cars or Beebots to know the names of 	<p><u>Revision Digital Citizenship/ Digital Literacy</u></p> <p><u>Focussing on:</u></p> <p>to know to tell an adult if they see something rude or scary</p> <p>To use tablets or interactive whiteboard to experiment and communicate their ideas.</p>

	<ul style="list-style-type: none"> • to experience the streetlights come on automatically when it gets dark. <p>In the EYFS, continuous provision draws on these common uses of control technology for children to experience first-hand and to explore their uses through play. Additional objectives might also include:</p> <ul style="list-style-type: none"> • to program friends by telling them how to move around like a robot or make a pretend sandwich • to use control toys like remote control cars or Beebots 	<p>understanding technology; both how it works and what it can do for us. From their first, early experiences with technology, pupils begin to make sense of how it works and the opportunities it can provide. Children's experiences in this area should include exploring:</p> <ul style="list-style-type: none"> • to experience the technology they encounter at home and school (e.g. role play toys, photocopiers, automatic doors, dismantling old phones and laptops etc.) • to know how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others. 	<p>carers at home. Listen to young children talking about their online world and use this overheard talk to engage with them and find out more about their practice and behaviour.</p>	<p>or interactive whiteboard to experiment and communicate their ideas.</p> <p>to Interact with adults and their peers and explore their environment using multimedia equipment, including digital and video cameras, microscopes, webcams and visualisers to capture still and moving images.</p> <p>To, with help, they will play back their captured recordings, demonstrating confidence and increasingly in control.</p> <p>To explore ways of making and listening to sounds using simple programs, apps and devices, e.g., karaoke machines, music mats and</p>	<p>technology they encounter at home and school (e.g. role play toys, photocopiers, automatic doors, dismantling old phones and laptops etc.)</p>	
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				age appropriate apps.		
Year 1	<p><u>Computer Science</u></p> <p><u>Focusing on real-life events (the street lights come on when it's dark, the lights come on when you press the switch)</u></p> <p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p>	<p><u>Information Technology</u></p> <p><u>Focusing on explaining how things work (we use a keyboard to make letters appear, we press switches to turn things on, how do we choose an app?)</u></p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p> <ul style="list-style-type: none"> To communicate about their use of ICT. 	<p><u>Digital Citizenship</u></p> <p><u>Focusing on 'telling an adult when we see something we don't like on the internet'</u></p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example,</p> <p>Using a writing-with-symbols programme to send a message home].</p>	<p><u>Digital Literacy</u></p> <p><u>Focusing on switching things on/off and beginning to use ipads and computers</u></p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To operate some devices independently.</p> <p>To use ICT to communicate meaning and express ideas in a variety of contexts [for example,</p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>AND</p> <p>To communicate about their use of ICT.</p>	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To begin to choose equipment and software for a familiar activity</p> <p>AND</p> <p>To operate some devices independently.</p>

				<p>choosing digitised photographs or video clips for their personal profiles]</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work]</p>		
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<p>Year 1</p>	<p><u>Computer Science</u></p> <p><u>Focussing on real-life events (the street lights come on when it's dark, the lights come on when you press the switch</u></p> <p>To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication</p>	<p><u>Information Technology</u></p> <p><u>Focussing on explaining how things work (we use a keyboard to make letters appear, we press switches to turn things on, how do we choose an app?)</u></p> <p>To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player]</p>	<p><u>Digital Citizenship</u></p> <p><u>Focussing on 'telling an adult when we see something we don't like on the internet'</u></p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] 	<p><u>Digital Literacy</u></p> <p><u>Focussing on switching things on/off and beginning to use ipads and computers</u></p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to
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							handle fibre-optic strands].
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	<p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. <ul style="list-style-type: none"> • To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] • To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] • To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] 		
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- To actively explore objects and events for more extended periods [for example, creating effects using a touch screen]
- To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off]
- To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder]
- The assumption is that the pupil will use their preferred method of access throughout.

Year 2

Computer Science

Information
Technology

Digital
Citizenship

Digital Literacy

Revision
Computer
Science/

Revision

					<u>Information Technology</u>	<u>Digital Citizenship/ Digital Literacy</u>
Year 2	<u>Computer Science</u> <u>Focussing on programming 'imaginary' robots and exploring BeeBot/codeapillars</u> <ul style="list-style-type: none"> To name items we control in the everyday environment To use every day ICT devices To explore on screen activities – by clicking cause and effect To use on screen simulations and compare with real life activities – click and drag activities I know what an algorithm is a set of instruction that can solve a problem To create a simple algorithm for a floor robot e.g.: BeeBot/BlueBot 	<u>Information Technology</u> <u>Focusing on knowing parts of a computer</u> <ul style="list-style-type: none"> To talk about how To use the internet to find things out. To identify devices I could use to access information on the internet. To give simple examples of how to find information (e.g. search engine, voice activated searching). To identify some simple examples of my personal information (e.g. name, address, birthday, age, location). To describe the people to trust and can share this with; to explain why I trust them. I know that work I create belongs to me. 	<u>Digital Citizenship</u> <u>Focussing on rules to keep us safe and healthy online</u> <ul style="list-style-type: none"> To recognise that To 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. (Butterfly feeling). To explain how this could be either in real life or online. To recognise some ways in which the internet can be used to communicate. To give examples of how I (might) use technology to communicate with people I know. 	<u>Digital Literacy</u> <u>Focussing on using paint packages</u> <ul style="list-style-type: none"> To move the mouse with some control to point and click To use the mouse to click and drag To right click using the mouse and uses the mouse pad on a laptop To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette To find the letters in my name on a computer keyboard and type my name 	<u>Revision</u> <u>Computer Science/ Information Technology</u> Focussing on: <ul style="list-style-type: none"> To use every day ICT devices To explore on screen activities – by clicking cause and effect AND <ul style="list-style-type: none"> To talk about how To use the internet to find things out. AND <ul style="list-style-type: none"> To give simple examples of how to find information (e.g. search engine, voice 	<u>Revision</u> <u>Digital Citizenship/ Digital Literacy</u> Focussing on: <ul style="list-style-type: none"> To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps AND <ul style="list-style-type: none"> To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette

		<ul style="list-style-type: none"> To name my work so that others know it belongs to me. To name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB <p>To shut down a computer appropriately</p>	<ul style="list-style-type: none"> To identify ways that To put information on the internet. To describe ways that some people can be unkind online. To offer examples of how this can make others feel. To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some simple examples. 	<ul style="list-style-type: none"> To begin to sort and classify using computer activities. To say what a pictogram is showing. To add data into a program (pictogram). To use the digital camera with support. 	activated searching).	
Year 2	<p><u>Computer Science</u></p> <p><u>Focussing on programming 'imaginary' robots and exploring BeeBot/codeapillars</u></p> <p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for</p>	<p><u>Information Technology</u></p> <p><u>Focusing on knowing parts of a computer</u></p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p>	<p><u>Digital Citizenship</u></p> <p><u>Focussing on rules to keep us safe and healthy online</u></p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and</p>	<p><u>Digital Literacy</u></p> <p><u>Focussing on using paint packages</u></p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To use a keyboard or touch screen to</p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <p>To respond to simple instructions to control a device</p> <p>AND</p>	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To know that some things use the internet and some don't</p> <p>AND</p>

	<p>example, pressing a specific graphic on a touch screen].</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p>	<p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p> <p>To communicate about their use of ICT.</p>	<p>software for a familiar activity [for example, Using a writing-with-symbols programme to send a message home].</p>	<p>select letters and/or images for their own names</p> <p>To operate some devices independently.</p> <p>To use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work]</p>	<p>To communicate about their use of ICT.</p>	<p>To use a keyboard or touch screen to select letters and/or images for their own names</p>
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<p>Year 2</p>	<p><u>Computer Science</u> <u>Focussing on programming 'imaginary' robots and exploring BeeBots/codepillars</u></p> <ul style="list-style-type: none"> • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication 	<p><u>Information Technology</u> <u>Focussing on knowing parts of a computer</u></p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<p><u>Digital Citizenship</u> <u>Focussing on rules to keep us safe and healthy online</u></p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p>	<p><u>Digital Literacy</u> <u>Focussing on using paint packages</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>	<p><u>Revision</u> <u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<p><u>Revision</u> <u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to
	<p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. • To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] • To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] • To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] 					

	<ul style="list-style-type: none"> • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] • To actively explore objects and events for more extended periods [for example, creating effects using a touch screen] • To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off] <p>•. To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] • The assumption is that the pupil will use their preferred method of access throughout.</p>		handle fibre-optic strands].			
Year 3	<u>Computer Science</u>	<u>Information Technology</u>	<u>Digital Citizenship</u>	<u>Digital Literacy</u>	<u>Revision Computer Science/ Information Technology</u>	<u>Revision Digital Citizenship/ Digital Literacy</u>

Year 3	<u>Computer Science</u> <u>Focussing on Codeapillar/beebot/kodable apps</u> FOCUS Vocab: ALGORITHM <ul style="list-style-type: none"> To tell you what an algorithm is To know that a program is a precise set of instructions To give and follow instructions, which include straight and / or turning commands – one at a time. To plan a simple algorithm To create a simple program To debug a simple program that is causing an unexpected outcome. To predict if a simple program will fulfil my algorithm To break a problem down into smaller parts (chunking / decomposing) 	<u>Information Technology</u> <u>Focussing on not giving away our personal information and using passwords</u> <ul style="list-style-type: none"> To identify a browser and can use the internet to find things out To use simple keywords in search engines To describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling) To 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) To explain why I should always ask a trusted adult before I share any information about myself online 	<u>Digital Citizenship</u> <u>Focussing on using usernames and passwords</u> <ul style="list-style-type: none"> To recognise that there may be people online who could make me feel sad, embarrassed or upset To give examples of when and how to speak to an adult To trust. (Butterfly feeling) To use the internet with adult support to communicate with people I know To explain why it is important to be considerate and kind to people online To recognise that information can stay online and could be copied To describe what information I should not put 	<u>Digital Literacy</u> <u>Focussing on typing on a keyboard</u> <ul style="list-style-type: none"> To use skills I have learnt across multiple application programs, including: To input text and images using a simple publishing programs To type a simple sentences on the screen, making use of a word bank To alter my writing in a number of ways (size, colour, font etc.) To tell you the main keys for typing e.g. shift, space bar, full stop To type simple sentences using the correct format (capital letters, space and full stop) To use buttons within a programme to 	<u>Revision</u> <u>Computer Science/ Information Technology</u> Focussing on: <ul style="list-style-type: none"> To create a simple program AND <ul style="list-style-type: none"> To explain why I should always ask a trusted adult before I share any information about myself online 	<u>Revision</u> <u>Digital Citizenship/ Digital Literacy</u> Focussing on: <ul style="list-style-type: none"> To use the internet with adult support to communicate with people I know AND <ul style="list-style-type: none"> To input text and images using a simple publishing programs z

		<ul style="list-style-type: none"> • To explain how passwords can be used to protect information and devices • To explain why work I create using technology belongs to me • To say why it belongs to me (e.g. 'it is my idea' or 'I designed it') • To save my work (Purplemash/school network) so that others know it belongs to me (e.g. filename, name on content) • To identify the icons for applications on the desktop and launch accordingly • To know what a browser is and how to open one <p>To use online resources – Google Maps & Google Earth to conduct research & find information</p>	<p>online without asking a trusted adult first</p> <ul style="list-style-type: none"> • To describe how to behave online in ways that do not upset others and can give examples • To explain rules to keep us safe when we are using technology both in and beyond the home • To give examples of some of these rules 	<p>make text bold/ italics / text alignment etc.</p> <ul style="list-style-type: none"> • To move to different places in the text using the arrow keys or mouse • To use the 'undo' icon to fix a mistake • To use the digital camera independently • To create a pictogram by entering data into a simple graphing package • To use a pictogram to answer simple questions • To explore sounds in a music programme or sound app 		
<p>Year 3</p>	<p><u>Computer Science</u></p> <p><u>Focussing on Codeapillar/beebot/kodable apps</u></p>	<p><u>Information Technology</u></p> <p><u>Focussing on not giving away our personal information and using passwords</u></p>	<p><u>Digital Citizenship</u></p> <p><u>Focussing on using usernames and passwords</u></p>	<p><u>Digital Literacy</u></p> <p><u>Focussing on typing on a keyboard</u></p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p>	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p>

	<p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p>	<p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p> <ul style="list-style-type: none"> To communicate about their use of ICT. 	<p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].</p>	<p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To operate some devices independently.</p> <p>To use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and</p>	<p>Focussing on:</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>AND</p> <p>To communicate about their use of ICT.</p>	<p>To operate some devices independently.</p> <p>AND</p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p>
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				replaying them or taking photographs of their own work]		
Year 3	<u>Computer Science</u> <u>Focussing on Codeapillar/beebot/kodable apps</u> <ul style="list-style-type: none"> To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication 	<u>Information Technology</u> <u>Focussing on not giving away our personal information and using passwords</u> <ul style="list-style-type: none"> To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<u>Digital Citizenship</u> <u>Focussing on using usernames and passwords</u> <ul style="list-style-type: none"> To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] 	<u>Digital Literacy</u> <u>Focussing on typing on a keyboard</u> <ul style="list-style-type: none"> To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. 	<u>Revision</u> <u>Computer Science/ Information Technology</u> Focussing on: <ul style="list-style-type: none"> To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication To greet known people and may initiate interactions and activities [for 	<u>Revision</u> <u>Digital Citizenship/ Digital Literacy</u> Focussing on: <ul style="list-style-type: none"> To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on] To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] To accept and engage in
	<ul style="list-style-type: none"> To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on] To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] 					

	<ul style="list-style-type: none"> • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] • To actively explore objects and events for more extended periods [for example, creating effects using a touch screen] • To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off] <p>•. To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] • The assumption is that the pupil will use their preferred method of access throughout.</p>	<p>example, switching on a tape or CD player]</p>	<p>coactive exploration [for example, being encouraged to handle fibre-optic strands].</p>
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Year 4	<u>Computer Science</u>	<u>Information Technology</u>	<u>Digital Citizenship</u>	<u>Digital Literacy</u>	<u>Revision Computer Science/ Information Technology</u>	<u>Revision Digital Citizenship/ Digital Literacy</u>
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Year 4	<p>Computer Science FOCUS Vocab: Program/Event</p> <p><u>Focussing on Beebots and Beebot Apps</u></p> <ul style="list-style-type: none"> To tell you what a program is To tell you what an event is To know programs need an event to begin To give and follow instructions, which include direction and turning command – several in order To know that computers need precise instructions To plan use logical reasoning to predict outcomes To create a program that contains several commands for a device or software programme To debug a program independently that has caused an unexpected outcome To use different events to start my programs – timing / on click / on button press 	<p>Information Technology</p> <p><u>Focussing on logging onto Purple Mash and searching on the internet</u></p> <ul style="list-style-type: none"> To use keywords in search engines To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri) To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' To explain why some information I find online may not be true To describe how online information 	<p>Digital Citizenship</p> <p><u>Focussing on cyberbullying</u></p> <ul style="list-style-type: none"> To explain how other people's identity online can be different to their identity in real life To describe ways in which people might make themselves look different online To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling) To use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country) 	<p>Digital Literacy</p> <p><u>How to type in word a word processor and begin to use images</u></p> <ul style="list-style-type: none"> To use skills I have learnt across multiple application programs, including: To start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style To use spell checker to check my work To use the 'undo' icon to fix a mistake To use the return/enter key to insert relevant line breaks To know how to save an image from the internet rather than using copy & paste To add a page border To insert a basic table To say which page orientation would best suit 	<p>Revision</p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To give and follow instructions, which include direction and turning command – several in order <p>AND</p> <ul style="list-style-type: none"> To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri) 	<p>Revision</p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling) <p>AND</p> <p>To use skills I have learnt across multiple application programs,</p> <p>AND</p> <ul style="list-style-type: none"> To use a range of ICT devices to create a

		<p>about me could be seen by others</p> <ul style="list-style-type: none"> • To describe and explain some rules for keeping my information private • To explain what passwords are and can use passwords for my accounts and devices • To explain how many devices in my home could be connected to the internet and can list some of those devices • To describe why other people's work belongs to them • To recognise that content on the internet may belong to other people • To save my work to Purplemash or the school network • To explain the difference between my school network and my home computer set up • To know there is a difference between physical, wireless and mobile networks • To use a variety of sources to find, sort and select information 	<ul style="list-style-type: none"> • To give examples of how I might use technology to communicate with others I do not know well • To explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online • To give examples of bullying behaviour and how it could look online • To understand how bullying can make someone feel • To talk about how someone can/would get help about being bullied online or offline • To explain simple guidance for using technology in different environments and settings. 	<p>my work. e.g. portrait to landscape</p> <ul style="list-style-type: none"> • To explain what digital communication is • To use a range of ICT devices to create a sequence of sounds • To use a digital video camera to capture film and images • To arrange clips to make a short film that conveys meaning • To add simple titles and credits • To plan a simple Y/N tree diagram to sort information e.g. Branching database - 2Question • To create and search a branching database • To use a database to answer simple questions • To search a database to find information • To use ICT to support handling data – creating 		<p>sequence of sounds</p>
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		<p>appropriate to my class work including using the internet</p> <p>To refine my searches to limit search results using an internet search engine</p>	<ul style="list-style-type: none"> To say how those rules/guides can help me To access school online resources e.g. Blog / Purplemash 	<p>simple graphs, bar charts and pie charts</p>		
<p>Year 4</p>	<p><u>Computer Science</u></p> <p><u>Focussing on Beebots and Beebot Apps</u></p> <p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>To respond to simple instructions to control a device [for example, following instructions using an ipad/tablet]</p>	<p><u>Information Technology</u></p> <p><u>Focussing on logging onto Purple Mash and searching on the internet</u></p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p>	<p><u>Digital Citizenship</u></p> <p><u>Focussing on cyberbullying</u></p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].</p>	<p><u>Digital Literacy</u></p> <p><u>How to type in word a word processor and begin to use images</u></p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To operate some devices independently.</p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <p>To respond to simple instructions to control a device [for example, following instructions using an ipad/tablet]</p> <p>AND</p> <p>To communicate about their use of ICT.</p>	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To know that some things use the internet and some don't</p> <p>AND</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking</p>

		<ul style="list-style-type: none"> To communicate about their use of ICT. 		<p>To use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work]</p>		<p>photographs of their own work]</p>
<p>Year 4</p>	<p><u>Computer Science Focussing on Beebots and Beebot Apps</u></p> <p>To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment]</p>	<p><u>Information Technology Focussing on logging onto Purple Mash and searching on the internet</u></p> <ul style="list-style-type: none"> To greet known people and may initiate interactions and activities [for example, switching 	<p><u>Digital Citizenship Focussing on cyberbullying</u></p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p>	<p><u>Digital Literacy How to type in word a word processor and begin to use images</u></p> <ul style="list-style-type: none"> To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. 	<p><u>Revision Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To remember learned responses over 	<p><u>Revision Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To react to new activities and experiences [for example,</p>

	from session to session]. 8 communication	on a tape or CD player]			more extended periods [for example, returning to a favourite item of equipment in the multi- sensory environment from session to session]. 8 communication	enjoying the movement of air as a nearby electric fan is switched on]
	<p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. • To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] • To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] • To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] 				<ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<ul style="list-style-type: none"> • To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands].

	<ul style="list-style-type: none"> • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] • To actively explore objects and events for more extended periods [for example, creating effects using a touch screen] • To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off] • To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] • The assumption is that the pupil will use their preferred method of access throughout. 					
Year 5	<u>Computer Science</u>	<u>Information Technology</u>	<u>Digital Citizenship</u>	<u>Digital Literacy</u>	<u>Revision Computer Science/ Information Technology</u>	<u>Revision Digital Citizenship/ Digital Literacy</u>
Year 5	<u>Computer Science FOCUS</u> Vocab: Sequence <u>Focussing on Scratch Jr/Daisy the Dinosaur</u> <ul style="list-style-type: none"> • To tell you what a sequence is • To use logical reasoning to explain what will happen next • To solve problems by decomposing them into smaller parts • To use and edit a pre-written program to achieve a specific outcome • To detect and debug errors in algorithms and programs 	<u>Information Technology</u> <u>Focussing on saving work/opening it back up again/logging on</u> <ul style="list-style-type: none"> • To use key phrases in search engines • To explain what autocomplete is and how to choose the best suggestion • To explain how the internet can be used to sell and buy things • To explain the difference between 	<u>Digital Citizenship</u> <u>Focussing on explaining what a good digital citizen is</u> <ul style="list-style-type: none"> • To explain what is meant by the term 'identity' • To explain how to represent myself in different ways online • To explain ways in which and why I might change my identity 	<u>Digital Literacy</u> <u>Focussing on using shapes/images in a word processor</u> <ul style="list-style-type: none"> • To use skills I have learnt across multiple application programs, including: • To type a number of sentences using the keyboard • To use tab to indent paragraphs 	<u>Revision Computer Science/ Information Technology</u> <u>Focussing on:</u> <ul style="list-style-type: none"> • To write a program to complete an algorithm such as scratch or Scratch Jr AND <ul style="list-style-type: none"> • To use key phrases in 	<u>Revision Digital Citizenship/ Digital Literacy</u> <u>Focussing on:</u> <ul style="list-style-type: none"> • To explain how my and other people's feelings can be hurt by what is said or written online. AND

	<ul style="list-style-type: none"> • To sequence a simple program on Logo to produce a line drawing • To write a program to complete an algorithm • To know that a sequence is a list of instructions in a particular order • To know that if I change the sequence I may change the outcome of the program • To predict how a change in a sequence may impact on the outcome of a program 	<p>a 'belief', an 'opinion' and a 'fact'</p> <ul style="list-style-type: none"> • To give reasons why I should only share information with people I choose to and can trust • To explain that if I am not sure or I feel pressured, I should ask a trusted adult • To understand and can give reasons why passwords are important • To describe simple strategies for creating and keeping passwords private • To describe how connected devices can collect and share my information with others • To explain why copying someone else's work from the internet without permission can cause problems • To give examples of what those problems might be • To understand file extensions and which ones attribute to different ICT products - .doc 	<p>depending on what I am doing online (e.g. gaming; using an avatar; social media)</p> <ul style="list-style-type: none"> • To describe ways people who have similar likes and interests can get together online • To give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak) • To explain some risks of communicating online with others I don't know well • To explain why I should be careful who I trust online and what information To trust them with • To explain how my and other people's feelings can be hurt by what is said or written online. • To explain why To take back my 	<ul style="list-style-type: none"> • To use cut, copy and paste to re-order text • To use simple keyboard shortcuts e.g. Ctrl + V, X, C to re-order text • To use columns • To use bullet points, speech bubbles, auto shapes and text boxes • To format wrapping/layout of text boxes and images in word • To format images - move, rotate and re-size shapes • To use the format tab to alter word art to enhance my work • To use a variety of table tools (EG merge cells, fill) • To explain the difference between save and save as • To create a folder to save my work in • To give a file a name to identify it • To create a new eBook with a front cover and 	<p>search engines</p> <p>AND</p> <ul style="list-style-type: none"> • To explain some risks of communicating online with others I don't know well 	<ul style="list-style-type: none"> • To create a multimedia presentation / eBook incorporating images, sounds and text using a multimedia package / apps or online program
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		<p>.xls .ppt .pub .pdf .mp3 .mp4</p> <p>To communicate using a range of online resources (blogs, email)</p>	<p>trust in someone or something if I feel nervous, uncomfortable or worried</p> <ul style="list-style-type: none"> • To explain what it means to 'know someone' online and why this might be different from knowing someone in real life • To explain what is meant by 'trusting someone online'. To explain why this is different from 'liking someone online' • To search for information about myself online • To recognise I need to be careful before I share anything about others or myself online • To know who I should ask if I am not sure if I should put something online • To explain what bullying is and can describe 	<p>add or remove pages</p> <ul style="list-style-type: none"> • To search and use a branching database to identify objects • To create a multimedia presentation / eBook incorporating images, sounds and text using a multimedia package / apps or online program • To edit pictures using various tools in paint or photo-manipulation software • To create a simple musical composition combining electronic and live sounds • To add suitable sound effects and tracks • To combine still/moving images in a show to create stop-motion animation/movies on a range of devices 		
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			<p>how people may bully others</p> <ul style="list-style-type: none"> To describe rules about how to behave online and how I follow them To explain why spending too much time using technology can sometimes have a negative impact on me; To give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos) 			
<p>Year 5</p>	<p><u>Computer Science FOCUS</u> Vocab: ALGORITHM</p> <p><u>Focussing on Scratch Jr/Daisy the Dinosaur</u></p> <ul style="list-style-type: none"> To tell you what an algorithm is To know that a program is a precise set of instructions To give and follow instructions, which include straight and / or turning commands – one at a time. To plan a simple algorithm To create a simple program 	<p><u>Information Technology</u></p> <p><u>Focussing on saving work/opening it back up again/logging on</u></p> <ul style="list-style-type: none"> To identify a browser and can use the internet to find things out To use simple keywords in search engines To describe and demonstrate how to get help from a trusted adult or 	<p><u>Digital Citizenship</u></p> <p><u>Focussing on explaining what a good digital citizen is</u></p> <ul style="list-style-type: none"> To recognise that there may be people online who could make me feel sad, embarrassed or upset If something happens that makes me feel sad, worried, 	<p><u>Digital Literacy</u></p> <p><u>Focussing on using shapes/images in a word processor</u></p> <ul style="list-style-type: none"> To use skills I have learnt across multiple application programs, including: To input text and images using a simple publishing programs To type a simple sentences on the 	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To give and follow instructions, which include straight and / or turning commands – one at a time. 	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To recognise that there may be people online who could make me feel sad, embarrassed or upset

	<ul style="list-style-type: none"> • To debug a simple program that is causing an unexpected outcome. • To predict if a simple program will fulfil my algorithm • To break a problem down into smaller parts (chunking / decomposing) 	<p>helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling)</p> <ul style="list-style-type: none"> • To 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) • To explain why I should always ask a trusted adult before I share any information about myself online • To explain how passwords can be used to protect information and devices • To explain why work I create using technology belongs to me • To say why it belongs to me (e.g. 'it is my idea' or 'I designed it') • To save my work (Purplemash/school network) so that others know it belongs to me (e.g. filename, name on content) • To identify the icons for 	<p>uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <ul style="list-style-type: none"> • To use the internet with adult support to communicate with people I know • To explain why it is important to be considerate and kind to people online • To recognise that information can stay online and could be copied • To describe what information I should not put online without asking a trusted adult first • To describe how to behave online in ways that do not upset others and can give examples • To explain rules to keep us safe when we are using technology both in and beyond the home 	<p>screen, making use of a word bank</p> <ul style="list-style-type: none"> • To alter my writing in a number of ways (size, colour, font etc.) • To tell you the main keys for typing e.g. shift, space bar, full stop • To type simple sentences using the correct format (capital letters, space and full stop) • To use buttons within a programme to make text bold/ italics / text alignment etc. • To move to different places in the text using the arrow keys or mouse • To use the 'undo' icon to fix a mistake • To use the digital camera independently • To create a pictogram by entering data into a simple graphing package 	<ul style="list-style-type: none"> • To plan a simple algorithm <p>AND</p> <ul style="list-style-type: none"> • To identify a browser and can use the internet to find things out • To use simple keywords in search engines 	<p>AND</p> <ul style="list-style-type: none"> • To use the digital camera independently
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		<p>applications on the desktop and launch accordingly</p> <ul style="list-style-type: none"> To know what a browser is and how to open one <p>To use online resources – Google Maps & Google Earth to conduct research & find information</p>	<ul style="list-style-type: none"> To give examples of some of these rules 	<ul style="list-style-type: none"> To use a pictogram to answer simple questions To explore sounds in a music programme or sound app 		
<p>Year 5</p>	<p><u>Computer Science</u> <u>Focussing on Scratch Jr, Daisy the Dinosaur (ipad apps) and 2Code</u></p> <p>To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication</p>	<p><u>Information Technology</u> <u>Focussing on saving work</u></p> <p>To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player]</p>	<p><u>Digital Citizenship</u> <u>Focussing on being a good digital citizen</u></p> <ul style="list-style-type: none"> To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] 	<p><u>Digital Literacy</u> <u>How to type in word a word processor and begin to use images</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p>Focussing on:</p> <ul style="list-style-type: none"> To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication 	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p>Focussing on:</p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> To begin to show interest in people, events and objects [for example, tracking moving images briefly
	<p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. 					

	<ul style="list-style-type: none"> • To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] • To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] • To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] • To actively explore objects and events for more extended periods [for example, creating effects using a touch screen] • To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off] 	<ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<p>across a television or monitor screen]</p> <ul style="list-style-type: none"> • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands].
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	<ul style="list-style-type: none"> • To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] • The assumption is that the pupil will use their preferred method of access throughout. 					
Year 6	<u>Computer Science</u>	<u>Information Technology</u>	<u>Digital Citizenship</u>	<u>Digital Literacy</u>	<u>Revision Computer Science/ Information Technology</u>	<u>Revision Digital Citizenship/ Digital Literacy</u>
Year 6	<p><u>Computer Science FOCUS</u> Vocab: Repeat/Loop</p> <p><u>Focussing on Scratch or '2code'</u></p> <ul style="list-style-type: none"> • To tell you what a loop or repeat is • To use sequence and loops (repetition) in programs confidently • To detect and debug errors in algorithms and programs • To independently select and sequence code to make my own program • To know that a loop is used to repeat a set of instructions • To demonstrate the loop or repeat command in all programming environments - I use more than 1 (2Simple – 2Code / ScratchJr /Kodu /Kodable / LightBot / ALEX / Scratch) • To explain why it is important to use 'loops' in particular place in my sequence 	<p><u>Information Technology</u></p> <p><u>Focussing on different types of scams and evaluating websites</u></p> <ul style="list-style-type: none"> • To analyse information and differentiate between 'opinions', 'beliefs' and 'facts' • To understand what criteria have to be met before something is a 'fact' • To describe how To search for information within a wide group of technologies (e.g. social media, image sites, video sites) • To describe some of the methods used to encourage people to buy things online (e.g. 	<p><u>Digital Citizenship</u></p> <p><u>Focussing on digital footprints</u></p> <ul style="list-style-type: none"> • To explain how my online identity can be different to the identity I present in 'real life'. • Knowing this, To describe the right decisions about how I interact with others and how others perceive me • To describe strategies for safe and fun experiences in a range of online social environments. • To give examples of how to be 	<p><u>Digital Literacy</u></p> <p><u>Focussing on spreadsheets</u></p> <ul style="list-style-type: none"> • To use skills I have learnt across multiple application programs, including: • To select appropriate tools to add emphasis and effect to my work • To explain why I have chosen my layout and formatting • To review and edit my work and talk about the changes I made • To extend the use of multimedia packages to include importing images, 	<p><u>Revision</u></p> <p><u>Computer Science/ Information Technology</u></p> <p><u>Focussing on:</u></p> <p>To detect and debug errors in algorithms and programs</p> <p>AND</p> <ul style="list-style-type: none"> • To explain that others online can pretend to be me or other people, including my friends <p>AND</p> <ul style="list-style-type: none"> • To describe how To search for information within 	<p><u>Revision</u></p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p><u>Focussing on:</u></p> <ul style="list-style-type: none"> •To identify some online technologies where bullying might take place <p>AND</p> <ul style="list-style-type: none"> • To edit video, animation or music footage by cropping clips <p>AND</p> <ul style="list-style-type: none"> • To use a mobile device to film a short clip

	<ul style="list-style-type: none"> To transfer my coding skills between software 	<p>advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online</p> <ul style="list-style-type: none"> To explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people To explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true To explain what a strong password is To describe strategies for keeping my personal information private, depending on context To explain that others online can pretend to be me or other people, including my friends To suggest reasons why they might do this To explain how internet use can be monitored 	<p>respectful to others online</p> <ul style="list-style-type: none"> To describe how others can find out information about me by looking online To explain ways that some of the information about me online could have been created, copied or shared by others To identify some online technologies where bullying might take place To describe ways people can be bullied through a range of media (e.g. image, video, text, chat) To explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) To explain how using technology can 	<p>hyperlinks and the use of sounds recorded independently</p> <ul style="list-style-type: none"> To edit the colour, text and merge digital photographs using a range of devices e.g. Skitch, Microsoft image tools, collage app To storyboard a short film clip / animation - what would happen and when To effectively plan for an animation or film and use purposefully To take a series of pictures to form an a short film clip / animation / eBook To use a mobile device to film a short clip To save images at stages to compare my work and talk about the changes To edit video, animation or music footage by cropping clips 	<p>a wide group of technologies (e.g. social media, image sites, video sites)</p>	
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		<ul style="list-style-type: none"> • To explain why I need to consider who owns content and whether I have the right to reuse it • To talk about the advantages and disadvantages of using a computer • To understand that there are multiple platforms and the differences between these e.g. Windows / Apple / Android • To explain file extensions and which ones attribute to different ICT products- .zip • To describe what an ISP is • To describe what a URL (web address) is • To explain domain name types - .ac. uk .gov .sch • To identify the most relevant results from a search engine – not just ‘sponsored’ links <p>To discuss what it means to save work locally, to a network or into the ‘Cloud’</p>	<p>distract me from other things I might do or should be doing</p> <ul style="list-style-type: none"> • To identify times or situations when I might need to limit the amount of time I use technology • To suggest strategies to help me limit this time 	<ul style="list-style-type: none"> • To choose appropriate scene transitions • To enter a basic mathematical formula into Excel • To change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc, currency and date, row and column heights • To insert and delete columns and rows in a spreadsheet • To use SUM to calculate the total of a set of numbers in a range of cells • To change data to answer “what if...?” questions • To use spreadsheets to create a graph • To decide on the most appropriate form of graph for a data set giving reasons for my choice • To interpret graphs of data collected from sensors 		
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Year 6	<p>Computer Science FOCUS Vocab: Program/Event</p> <p><u>Focussing on Scratch or '2code'</u></p> <ul style="list-style-type: none"> To tell you what a program is To tell you what an event is To know programs need an event to begin To give and follow instructions, which include direction and turning command – several in order To know that computers need precise instructions To plan use logical reasoning to predict outcomes To create a program that contains several commands for a device or software programme To debug a program independently that has caused an unexpected outcome To use different events to start my programs – timing / on click / on button press 	<p>Information Technology</p> <p><u>Focussing on different types of scams and evaluating websites</u></p> <ul style="list-style-type: none"> To use keywords in search engines To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri) To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' To explain why some information I find online may not be true To describe how online information 	<p>Digital Citizenship</p> <p><u>Focussing on digital footprints</u></p> <ul style="list-style-type: none"> To explain how other people's identity online can be different to their identity in real life To describe ways in which people might make themselves look different online To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling) To use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country) 	<p>Digital Literacy</p> <p><u>Focussing on spreadsheets</u></p> <ul style="list-style-type: none"> To use skills I have learnt across multiple application programs, including: To start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style To use spell checker to check my work To use the 'undo' icon to fix a mistake To use the return/enter key to insert relevant line breaks I know how to save an image from the internet rather than using copy & paste To add a page border To insert a basic table To say which page orientation would best suit my work. e.g. 	<p>Revision</p> <p><u>Computer Science/ Information Technology</u></p> <p><u>Focussing on:</u></p> <p>To give and follow instructions, which include direction and turning command – several in order</p> <p>AND</p> <p>To know that computers need precise instructions</p> <p>AND</p> <p>To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri)</p> <p>AND</p> <p>To use keywords in search engines</p>	<p>Revision</p> <p><u>Digital Citizenship/ Digital Literacy</u></p> <p><u>Focussing on:</u></p> <p>To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling)</p> <p>AND</p> <p>To use skills I have learnt across multiple application programs,</p>

		<p>about me could be seen by others</p> <ul style="list-style-type: none"> • To describe and explain some rules for keeping my information private • To explain what passwords are and can use passwords for my accounts and devices • To explain how many devices in my home could be connected to the internet and can list some of those devices • To describe why other people's work belongs to them • To recognise that content on the internet may belong to other people • To save my work to Purplemash or the school network • To explain the difference between my school network and my home computer set up • To know there is a difference between physical, wireless and mobile networks • To use a variety of sources to find, sort and select information 	<ul style="list-style-type: none"> • To give examples of how I might use technology to communicate with others I do not know well • To explain how information put online about me can last for a long time. • To know who to talk to if I think someone has made a mistake about putting something online • To give examples of bullying behaviour and how it could look online • To understand how bullying can make someone feel • To talk about how someone can/would get help about being bullied online or offline • To explain simple guidance for using technology in different environments and settings. 	<p>portrait to landscape</p> <ul style="list-style-type: none"> • To explain what digital communication is • To use a range of ICT devices to create a sequence of sounds • To use a digital video camera to capture film and images • To arrange clips to make a short film that conveys meaning • To add simple titles and credits • To plan a simple Y/N tree diagram to sort information e.g. Branching database - 2Question • To create and search a branching database • To use a database to answer simple questions • To search a database to find information • To use ICT to support handling data – creating simple graphs, 		
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		<p>appropriate to my class work including using the internet</p> <p>To refine my searches to limit search results using an internet search engine</p>	<ul style="list-style-type: none"> To say how those rules/guides can help me To access school online resources e.g. Blog / Purplemash 	bar charts and pie charts		
Year 6	<p><u>Computer Science Focussing on using scratch or '2code'</u></p> <p>• To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. 8 communication</p>	<p><u>Information Technology Focussing on evaluating websites</u></p> <p>• To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player]</p>	<p><u>Digital Citizenship Focussing on using the internet</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>	<p><u>Digital Literacy Focussing on putting numbers in a spreadsheet</u></p> <p>• To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands].</p>	<p><u>Revision Computer Science/ Information Technology</u></p> <p><u>Focussing on beebots, beebot apps and purplemash and searching the internet :</u></p> <p>• To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory</p>	<p><u>Revision Digital Citizenship/ Digital Literacy</u></p> <p><u>Focussing on usernames, passwords and word processors</u></p> <p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <p>• To begin to show interest in people, events and objects [for example, moving towards the television in a familiar room]</p>
	<p>To react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]</p> <ul style="list-style-type: none"> To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands]. To communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] To recognise familiar people, events and objects [for example, moving towards the television in a familiar room] 					<p>• To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory</p> <p>• To begin to show interest in people, events and objects [for example,</p>

	<ul style="list-style-type: none"> • To perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] • To cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen]. • To seek attention through eye contact, gesture or action • To request events or activities [for example, pushing another person's hand towards a switch] • To participate in shared activities with less support. • To sustain concentration for short periods • To explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] • To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] • To remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session]. <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] • To can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] • To respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] • To actively explore objects and events for more extended periods [for example, creating effects using a touch screen] • To apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off] <p>•. To know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] • The assumption is that the pupil will use their preferred method of access throughout.</p>	<p>environment from session to session].</p> <p>8 communication</p> <ul style="list-style-type: none"> • To greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] 	<p>tracking moving images briefly across a television or monitor screen]</p> <ul style="list-style-type: none"> • To accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands].
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