

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ASPIRATIONS FOCUS</b>	<b>BELONGING</b>	<b>CURIOSITY &amp; CREATIVITY</b>	<b>HEROES</b>	<b>SPIRIT OF ADVENTURE</b>	<b>LEADERSHIP &amp; RESPONSIBILITY</b>	<b>FUN and EXCITEMENT</b>
<b>YEAR 3</b> Information technology Digital Literacy Computer science	<b>LOCATION, LOCATION, LOCATION</b>  DIGITAL LITERACY – ONLINE SAFETY NEW PROCEDURES  Search engine Passwords Online Safety Safety awareness  <ul style="list-style-type: none"> <li>talk about key online safety 'rules' and knows where to go / report if a problem arises.</li> <li>find some straight-forward information from (selected) website resource(s) and know not all websites are 'good to use'.</li> </ul>	<b>STONES AND BONES</b>  DIGITAL LITERACY -ONLINE SAFETY/COMPUTER SCIENCE CONNECTING COMPUTERS  Personal Drive Accessing and using shared drives Search Engines Website logins/Archaeological app/Useful websites  <ul style="list-style-type: none"> <li>create and share some information online (such as in school MLE, email/blog), understanding the need to be responsible, respectful and safe.</li> <li>find some straight-forward information from (selected) website resource(s) and know not all websites 'good to use'.</li> <li>navigate their way within some straight-forward digital content, such as selected history content, to find some specific information.</li> <li>create and amend a (multi-media) resource that shows a sense of 'audience'</li> </ul>	<b>AWESOME ANCIENT EGYPTIANS</b>  DIGITAL LITERACY - ONLINE SAFETY/INFORMATION TECHNOLOGY /COMPUTER SCIENCE VR DISCOVERY & APP MAKER BRANCHING DATABASES Trust Reporting concerns Archaeological app Creating desktop publishing docs (e.g. illustrating / formulating)  <ul style="list-style-type: none"> <li>talk about key online safety 'rules' and knows where to go / report if a problem arises.</li> <li>use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>demonstrate logical 'trial and error' when using a computer simulation, 'model' or game, and predicts some consequences of decisions/choices made.</li> <li>make straight-forward edits of their digital work (text, image, sound etc..) using simple editing tools, to both correct and improve it.</li> </ul>	<b>AVENGERS ASSEMBLE!</b>  COMPUTER SCIENCE CODING  Sequencing and timing block program Appropriate instruction input Shape and programming (e.g. Logo) Debugging Document conditionals  <ul style="list-style-type: none"> <li>produce an accurate set of simple instructions (code), to program (control) an on-screen object (or floor 'robot'), using trial and error to debug.</li> <li>demonstrate logical 'trial and error' when using a computer simulation, 'model' or game, and predicts some consequences of decisions/choices made.</li> <li>talk about how the sequence of events in some simple instructions (algorithms) or code are 'working'.</li> <li>talk about some digital devices beyond school, that need precise instructions (algorithms) to work / be programmed (controlled).</li> <li>know some relevant computing terms such as computer network, Internet, algorithm,</li> </ul>	<b>PLANT POWER</b>  DIGITAL LITERACY - ONLINE SAFETY/INFORMATION TECHNOLOGY ADVERTISING  Trust Reporting concerns Exploring Google Docs / Slides Publishing with Google Docs / Slides (e.g. text and images)  <ul style="list-style-type: none"> <li>talk about key online safety 'rules' and knows where to go / report if a problem arises.</li> <li>use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>make straight-forward edits of their digital work (text, image, sound etc..) using simple editing tools, to both correct and improve it.</li> <li>create and amend a (multi-media) resource that shows a sense of 'audience'.</li> <li>navigate their way within some straight-forward digital content, such as selected history content, to find some specific information.</li> </ul>	<b>ALL THE WORLD'S A STAGE</b>  ONLINE SAFETY /INFORMATION TECHNOLOGY BLOGGING  Using shared drives Publishing Introducing and publishing with Google Slides  <ul style="list-style-type: none"> <li>talk about key online safety 'rules' and knows where to go / report if a problem arises.</li> <li>use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>make straight-forward edits of their digital work (text, image, sound etc..) using simple editing tools, to both correct and improve it.</li> <li>create and amend a (multi-media) resource that shows a sense of 'audience'.</li> </ul>

		<ul style="list-style-type: none"> <li>Know some relevant computing terms such as computer network, Internet, algorithm, program, World Wide Web, website, etc.</li> </ul>	<ul style="list-style-type: none"> <li>create and amend a (multi-media) resource that shows a sense of 'audience'.</li> <li>navigate their way within some straight-forward digital content, such as selected history content, to find some specific information.</li> </ul>	<p>program, World Wide Web, website, etc.</p>		<ul style="list-style-type: none"> <li>navigate their way within some straight-forward digital content, such as selected history content, to find some specific information</li> </ul>
<b>YEAR 4</b>	<b>DESTINATION EUROPE</b>	<b>ROCK BAND</b>	<b>TIME COP</b>	<b>I'M A CHILD, GET ME OUT OF HERE!</b>	<b>WELCOME TO HONEYDUKES!</b>	<b>ALL THE WORLD'S A STAGE</b>
	<b>DIGITAL LITERACY -ONLINE SAFETY/INFORMATION TECHNOLOGY</b>  Online Safety Safety Awareness Using Google Docs Organising Docs	<b>COMPUTER SCIENCE CODING</b>  Sequencing of programs (e.g. reptile in shapes/games) Understanding program software Programming and modification	<b>INFORMATION TECHNOLOGY – BLOGGING DIARY ENTRIES</b>  Researching effectivity Creating effective blogs Presenting to audience Presentational features	<b>DIGITAL LITERACY - ONLINE SAFETY DT PROJECT THE INTERNET</b>  Accessing and editing in shared drives Complex passwords Advanced and refined searches Website reliability	<b>INFORMATION TECHNOLOGY – ADVERTISING</b>  Introduction to advertising and presentations Publishing and delivering presentations Presentational features	<b>DIGITAL LITERACY -ONLINE SAFETY/INFORMATION TECHNOLOGY / BLOGGING</b>  Reporting unpleasant materials Presentational features including backgrounds Sequencing presentations
	<ul style="list-style-type: none"> <li>talk about key online safety 'rules', know what may be unacceptable behaviour, and know where to go / report if a problem arises.</li> <li>find straight-forward information from (selected) website resource(s) and know sites can contain, true or false facts, or opinion.</li> <li>use software to create and combine content (be it text, pictures / images, graphs, animation, podcast etc..) for meaningful purpose(s).</li> <li>edit and amend their digital work (text, image, sound etc..) using simple editing tools, to both correct and improve it.</li> <li>create and amend a multi-media resource that shows a sense of 'audience'.</li> </ul>	<ul style="list-style-type: none"> <li>produce, debug and edit an accurate sequence of instructions, including use of repeat, to control on-screen objects.</li> <li>demonstrate logical choices and prediction when using a computer simulation, 'model' or game and can make simple edits to solve a problem.</li> <li>plan and create a program using decomposition; includes the use of selection (IF/ELSE) and/or variables.</li> <li>talk about different types of input options e.g. motion /touch, microphone, data logging sensor; and output options e.g. switch, speakers, screen, etc.</li> <li>develop and use a wider computing 'vocabulary' relevant to work, such as de-bug, Apps, data logging, search engine, spam, Wiki, etc.</li> </ul>	<ul style="list-style-type: none"> <li>use software to create and combine content (be it text, pictures / images, graphs, animation, podcast etc..) for meaningful purpose(s).</li> <li>create and amend a multi-media resource that shows a sense of 'audience'.</li> <li>include some information / content from an online resource within a 'presentation'.</li> <li>save and retrieve work from electronic folders (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>talk about key online safety 'rules', know what may be unacceptable behaviour, and know where to go / report if a problem arises.</li> <li>create and share some information online (such as school MLE, email / blog), demonstrating the need to be respectful and safe.</li> <li>find straight-forward information from (selected) website resource(s) and know sites can contain, true or false facts, or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>use software to create and combine content (be it text, pictures / images, graphs, animation, podcast etc..) for meaningful purpose(s).</li> <li>also edit and amend their digital work (text, image, sound etc..) using simple editing tools, to both correct and improve it.</li> <li>create and amend a multi-media resource that shows a sense of 'audience'.</li> <li>navigate their way within a range of (selected) online content, to find specific information.</li> <li>include some information / content from an online resource within a 'presentation'.</li> <li>use a data file to find answers to straight-forward questions, (such as through data logging or a survey or a prepared</li> </ul>	<ul style="list-style-type: none"> <li>talk about key online safety 'rules', know what may be unacceptable behaviour, and know where to go / report if a problem arises.</li> <li>use software to create and combine content (be it text, pictures / images, graphs, animation, podcast etc..) for meaningful purpose(s).</li> <li>create and amend a multi-media resource that shows a sense of 'audience'.</li> <li>include some information / content from an online resource within a 'presentation'.</li> </ul>

					<p>database or a simple spreadsheet, etc.).</p> <ul style="list-style-type: none"> <li>save and retrieve work from electronic folders (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>save and retrieve work from electronic folders (and print if appropriate to task).</li> </ul>
<b>YEAR 5</b>	<b>JOURNEY TO THE AMAZON</b>	<b>MISSION: SPACE</b>	<b>SAXON SETTLERS AND VIKING INVADERS</b>	<b>THE CIRCLE OF LIFE</b>	<b>THE GREAT OAKHILL SEWING BEE</b>	<b>ALL THE WORLD'S A STAGE</b>
	<p><b>DIGITAL LITERACY - ONLINE SAFETY</b>  <b>Passwords</b>  <b>Online Safety</b>  <b>Safety Awareness</b>  <b>Responsibility and Ownership</b>  <b>Reporting Concerns</b></p> <ul style="list-style-type: none"> <li>talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem arises.</li> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible respectful and safe behaviours.</li> </ul>	<p><b>DIGITAL LITERACY - ONLINE SAFETY</b>  <b>Appropriate application of software</b>  <b>Advance and refined searches</b>  <b>Comparing websites</b>  <b>Website reliability</b></p> <ul style="list-style-type: none"> <li>talk about key online safety 'rules', know what may be unacceptable behaviour, and know where to go / report if a problem arises.</li> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible, respectful and safe behaviours.</li> <li>Understands some simple steps to 'validate' information found on the Web, and appreciates how search results are selected and ranked.</li> </ul>	<p><b>COMPUTER SCIENCE – CODING</b>  <b>Scratch customisation</b>  <b>Looping</b>  <b>Conditional looping</b></p> <ul style="list-style-type: none"> <li>test, debug and edit a program that accomplishes a given goal, (simple computer 'game' or model or simulation), to solve a problem.</li> <li>create &amp; develop programs, by planning, debugging and applying programming skills of repetition (loops), selection (IF/ELSE) and variables, to accomplish specific goals.</li> <li>use logical reasoning to deconstruct programs, evaluate their effectiveness and make them more challenging and / or 'elegant' / efficient.</li> <li>use different types of input options and output options such as through sensing and control 'kits' and/or software to solve a problem.</li> <li>has an understanding of computer networks (local, internet services and WWW).</li> <li>Develop and use a wider computing 'vocabulary' in context of tasks, such as search engine, URL, HTML, https, variable, validate, digital footprint, etc.</li> </ul>	<p><b>DIGITAL LITERACY - ONLINE SAFETY/INFORMATION TECHNOLOGY - BLOGGING</b>  <b>Introducing sequencing and timing (e.g. Google Slides / Prezi)</b>  <b>Collaborating with documents</b>  <b>Website reliability and bias</b>  <b>Appropriate application of software</b>  <b>Publishing with appropriate application/ software</b></p> <ul style="list-style-type: none"> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible, respectful and safe behaviours.</li> <li>use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>combine resources from different sources into a digital presentation, showing a clear sense of intended purpose and 'audience'.</li> <li>find specific and valid information (i.e. be discerning) using sensible key words / search terms, from (selected) online web content, as fits the task.</li> <li>(collect), analyse and draw conclusions from data, (such as through data logging or a survey or a</li> </ul>	<p><b>INFORMATION TECHNOLOGY -SPREADSHEETS</b>  <b>Inputting data on spreadsheets (e.g. to know how)</b>  <b>Appropriate application of software</b></p> <ul style="list-style-type: none"> <li>use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>find specific and valid information (i.e. be discerning) using sensible key words / search terms, from (selected) online web content, as fits the task.</li> <li>collect, analyse and draw conclusions from data, (such as through data logging or a survey or a prepared database or through manipulating a spreadsheet, etc.).</li> <li>save and retrieve work from various electronic folders on network (and controlled online environments where relevant).</li> </ul>	<p><b>INFORMATION TECHNOLOGY -DICTATION/AUDIO BOOKS VECTOR DRAWING</b>  <b>Using software effectively to create, design and manipulate</b>  <b>Appropriate application of software</b>  <b>Publishing with appropriate application/ software</b></p> <ul style="list-style-type: none"> <li>use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>combine resources from different sources into a digital presentation, showing a clear sense of intended purpose and 'audience'.</li> <li>find specific and valid information (i.e. be discerning) using sensible key words / search terms, from (selected) online web content, as fits the task.</li> <li>collect, analyse and draw conclusions from data, (such as through data logging or a survey or a prepared database or through manipulating a spreadsheet, etc.).</li> <li>save and retrieve work from various electronic folders on the network (and controlled online</li> </ul>

				<p>prepared database or through manipulating a spreadsheet, etc.).</p> <ul style="list-style-type: none"> <li>save and retrieve work from various electronic folders on the network (and controlled online environments where relevant).</li> </ul>		environments where relevant).
<b>YEAR 6</b>	<b>RING OF FIRE</b>	<b>SHEDDING SOME LIGHT</b>	<b>YOUR COUNTRY NEEDS YOU!</b>	<b>AT THE HEART OF IT ALL</b>	<b>MAKING MEMORIES</b>	<b>ALL THE WORLD'S A STAGE</b>
	<p><b>DIGITAL LITERACY/ INFORMATION TECHNOLOGY ONLINE SAFETY POSTER</b></p> <p>Google Docs/Slides/Excel Validation of Searches Social Media and Privacy Social Media and Law Reliability of Sources</p> <ul style="list-style-type: none"> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>discuss a range of online safety and online security (privacy) issues and knows a range of ways to report concerns or inappropriate behaviour.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible, respectful and safe behaviours.</li> <li>check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate, and appreciates how search results are selected &amp; ranked.</li> <li>combine resources from different sources into a digital presentation, evaluate it, and show clearly intended purpose and 'audience'</li> </ul>	<p><b>COMPUTER SCIENCE CODING</b></p> <p>Conditional programming (e.g. mathematical expressions) Program explanation and predicting changes</p> <ul style="list-style-type: none"> <li>test, debug and edit a program that accomplishes a given goal, (simple computer 'game' or model or simulation), to solve a problem.</li> <li>create &amp; develop programs, by planning, debugging and applying programming skills of repetition (loops), selection (IF/ELSE) and variables, to accomplish specific goals.</li> <li>use logical reasoning to deconstruct programs, evaluate their effectiveness and make them more challenging and / or 'elegant' / efficient.</li> <li>use different types of input options and output options such as through sensing and control 'kits' and/or software to solve a problem.</li> <li>has an understanding of computer networks (local, internet services and WWW).</li> </ul>	<p><b>INFORMATION TECHNOLOGY/ DIGITAL LITERACY -ONLINE SAFETY 3D MODELLING</b></p> <p>Hacking illegality Games/ Social Media / Sharing Information Online and Consent Appropriate application of software Presenting to audience</p> <ul style="list-style-type: none"> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>discuss a range of online safety and online security (privacy) issues and knows a range of ways to report concerns or inappropriate behaviour.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible, respectful and safe behaviours.</li> <li>check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate, and appreciates how search results are selected &amp; ranked.</li> </ul>	<p><b>INFORMATION TECHNOLOGY - SPREADSHEET</b></p> <p>Introduction to spreadsheets Formulas Applying formulas</p> <ul style="list-style-type: none"> <li>use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>combine resources from different sources into a digital presentation, evaluate it, and show clearly intended purpose and 'audience'</li> <li>discern and find valid information using sensible key words / search terms, from a range of online web content, as fits the task.</li> <li>collect, analyse, evaluate and draw conclusions from data, such as through surveys, databases or spreadsheets, etc.</li> <li>save and retrieve work from various electronic folders on the network (and controlled online environments where relevant).</li> </ul>	<p><b>COMPUTER SCIENCE CODING</b></p> <p>Conditional sentences Mathematical expressions Predict changes due to programming alterations</p> <ul style="list-style-type: none"> <li>test, debug and edit a program that accomplishes a given goal, (simple computer 'game' or model or simulation), to solve a problem.</li> <li>create &amp; develop programs, by planning, debugging and applying programming skills of repetition (loops), selection (IF/ELSE) and variables, to accomplish specific goals.</li> <li>use logical reasoning to deconstruct programs, evaluate their effectiveness and make them more challenging and / or 'elegant' / efficient.</li> <li>use different types of input options and output options such as through sensing and control 'kits' and/or software to solve a problem.</li> <li>has an understanding of computer networks (local, internet services and WWW).</li> <li>develop and use a wider computing 'vocabulary'</li> </ul>	<p><b>INFORMATION TECHNOLOGY/ DIGITAL LITERACY -ONLINE SAFETY</b> Web Page Making</p> <p>Editing pictures Publishing videos Social Media risks Illegality of pictures (preparing for secondary)</p> <ul style="list-style-type: none"> <li>demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>discuss a range of online safety and online security (privacy) issues and knows a range of ways to report concerns or inappropriate behaviour.</li> <li>communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating responsible, respectful and safe behaviours.</li> <li>check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate, and appreciates how search results are selected &amp; ranked.</li> </ul>

	<ul style="list-style-type: none"> <li>• discern and find valid information using sensible key words / search terms, from a range of online web content, as fits the task.</li> <li>• save and retrieve work from various electronic folders on the network (and controlled online environments where relevant).</li> </ul>	<ul style="list-style-type: none"> <li>• develop and use a wider computing 'vocabulary' in context of tasks, such as search engine, URL, HTML, https, variable, validate, digital footprint, etc.</li> </ul>			<p>in context of task, such as search engine</p>	<ul style="list-style-type: none"> <li>• combine resources from different sources into a digital presentation, evaluate it, and show clearly intended purpose and 'audience'</li> <li>• discern and find valid information using sensible key words / search terms, from a range of online web content, as fits the task.</li> <li>• save and retrieve work from various electronic folders on network (and controlled online environments where relevant).</li> </ul>
--	---	--	--	--	--	--