



Progression Document

Computing





Barnburgh Primary Academy Vision & Values

Barnburgh Primary Academy Vision

Learning to SHINE together!

Barnburgh Primary Academy Core Values

PERSEVERANCE

To never give up

AMBITION

To aim high

RESPECT

To think and act in a positive way
towards everyone and everything

COURAGE

To take risks in my learning

INDEPENDENCE

To have a go all by myself

Leger Education Trust Values

Our Core Values are the skills we focus on to achieve 'Truly Great' things. We call this...

ASPIRE



INTENT

"Those who can imagine anything, can create the impossible."

Alan Turing

Teaching computing in our curriculum is essential as it equips our children with vital skills for the digital age, preparing them for future careers in a technology-driven world. By engaging with concepts such as coding, problem-solving, and data, our children develop critical thinking and creativity, which are fundamental in a large number of industries. Moreover, fostering a strong foundation in computing enables them to become not just users of technology, but innovators who can create solutions to real-world problems. Ultimately, our goal is to nurture **Truly Great** digital leaders who possess both technical expertise and the ability to collaborate effectively, thereby contributing meaningfully to society and the evolving job market.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our computing curriculum is underpinned by our Core Values in the following ways;

COURAGE

In Barnburgh, teaching courage in computing means helping children see mistakes as a normal and valuable part of learning. Teachers create a safe classroom environment where pupils feel comfortable experimenting, taking risks, and sharing their ideas, even if they are not right the first time. Activities like debugging encourage children to try new approaches without fear of failure. By highlighting real-world stories of perseverance in computing and using supportive language such as "not yet" instead of "wrong," teachers nurture resilience, curiosity, and confidence—key ingredients for courageous learners in computing.

PERSEVERANCE

In Barnburgh, perseverance in computing is taught by encouraging children to keep trying when they face challenges. Teachers model persistence by showing that even experts make mistakes and need multiple attempts to succeed. Breaking tasks into smaller, manageable steps helps children experience small wins that build confidence to continue. Pair work can provide peer support, showing that sticking with a problem is easier when working together. Celebrating effort and progress, not just the final outcome, helps children see that perseverance is a valuable part of learning and success in computing.

RESPECT

In Barnburgh, respect in computing is taught by showing children how to use technology responsibly and kindly. This includes respecting other people's ideas when working on group projects, listening carefully, and giving helpful, positive feedback instead of criticism. Teachers also highlight the importance of respecting digital content by discussing copyright, fair use, and why it's important to give credit for others' work. Classroom rules about taking care of devices, using polite language online, and valuing everyone's contributions help children understand that respect is just as important in the digital world as it is in everyday life.

AMBITION

In Barnburgh, ambition in computing is taught by encouraging children to set goals that challenge them and to take pride in aiming high. Teachers inspire ambition by showing exciting possibilities of technology and helping pupils see that their ideas can make a real difference. Providing projects allows children to be creative, think big, and take ownership of their learning, while celebrating both effort and achievement. By highlighting role models in technology and praising pupils for striving to improve, teachers nurture ambition and a belief that they can achieve great things through computing.

INDEPENDENCE

In Barnburgh, independence in computing is taught by giving children opportunities to make choices, solve problems on their own, and take responsibility for their learning. Teachers encourage this by setting tasks where pupils explore and experiment before asking for help, such as trying different ways to debug a program. Providing step-by-step resources, like help cards or simple tutorials, allows pupils to practice working things out independently while still having support nearby. Celebrating moments when children persevere and find their own solutions helps build confidence and shows that independence is a valuable skill in computing and beyond.



Implementation

HOW WE TEACH COMPUTING IN EYFS

Teaching computing in EYFS focuses on developing children’s curiosity and understanding of technology through play-based, hands-on experiences. Children explore how digital tools work, use devices safely and purposefully, and begin to recognise how technology can help them express ideas, solve problems, and make sense of the world around them.

STAYING SAFE ONLINE	ALGORITHMS, PROGRAMMEING AND DEBUGGING	USING DATA	USING COMPUTERS AND EVALUATING DIGITAL CONTENT
<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children are encouraged to use technology alongside adults to reinforce the idea that adults help keep them safe online. They learn that not everything online is suitable for them (e.g., some content may be scary or too old). Digital safety messages are reinforced during everyday technology use — for example, reminding children to ask an adult before using a device or accessing the internet. Stories, discussions, and role play are used to model safe and respectful online behaviours. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Technology areas may include devices such as tablets or interactive whiteboards with age-appropriate content, encouraging children to practise asking an adult before using them. Opportunities are provided to model sharing, turn-taking, and cooperation when using digital tools, reinforcing respectful and safe behaviour. Play-based experiences help embed understanding — for example, sorting pictures into “safe to use” and “not safe to use.” <p>In Direct Teaching:</p> <ul style="list-style-type: none"> During explicit sessions (e.g., Safer Internet Day), children learn that the internet can be used with an adult to stay safe from strangers online. Teachers introduce key vocabulary such as <i>internet</i>, <i>safe</i>, <i>adult</i>, and <i>device</i>. Circle time and story-based discussions are used to explore scenarios, such as what to do if something online makes them feel upset or confused. Children are taught who to tell (a trusted adult) and how to make safe choices when using digital devices. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children are introduced to the concept of following and giving instructions through everyday routines and play, helping them understand the foundations of algorithms as “a set of steps.” They explore sequencing through songs, rhymes, and stories that follow an order of events. Opportunities to practise logical thinking and problem-solving are embedded in play — for example, giving directions to move around a space or to complete a task. Teachers model language such as <i>first</i>, <i>next</i>, and <i>then</i> to support children’s understanding of sequence. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Children access programmable toys, or on-screen apps where they can explore cause and effect by inputting simple commands. Floor maps, obstacle courses, and direction cards are provided to encourage children to plan routes and test their ideas. Adults support children in “debugging” by asking guiding questions when something doesn’t work as expected (e.g., “What could we try next?”). Opportunities are integrated across areas — for example, giving instructions in construction play (“Tell me how to build it”) or in small world play (“How will your character get to the castle?”). <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Teachers introduce key concepts explicitly, such as what an instruction is and what a sequence means. Children are taught that a Bee-Bot is a robot used for sequencing and that it follows the order of buttons pressed. Teachers model debugging — finding and fixing mistakes — when a sequence doesn’t achieve the intended result, reinforcing problem-solving and perseverance. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children explore sorting, grouping, and counting as part of everyday routines, developing early data-handling skills linked to maths and understanding the world. Opportunities to collect and talk about information (e.g., favourite fruits, weather, or colours) are integrated into topic work and circle times. Teachers encourage children to notice patterns and make comparisons — for example, “Which has more?” or “How can we show what we found out?” <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Sorting and classifying activities are available across areas, such as grouping animals, shapes, or objects by size, colour, or type. Children use digital devices, such as tablets or interactive whiteboards, to take photographs of their sorting or to use pictogram-making tools. Role-play and investigation areas provide opportunities for children to “collect data” — for example, tallying how many items were sold in a shop or how many vehicles pass outside. Adults model mathematical and computing language like <i>sort</i>, <i>count</i>, <i>same</i>, <i>different</i>, and <i>more than</i>. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Teachers introduce the idea that data can be represented visually — for example, by showing how to sort objects and then take a photograph to record the results. Simple digital pictograms may be created together as a class to show preferences or findings. Children are supported to describe what their data shows (“Most people chose red,” “We have more circles than squares”). Key vocabulary such as <i>sort</i>, <i>photograph</i>, and <i>device</i> is explicitly taught and revisited through practical examples. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children are introduced to everyday technology in meaningful contexts — for example, using a camera to take photos, a music player to listen to songs, or a tablet to draw pictures. Teachers model how technology helps us in daily life Safe and respectful use of devices is reinforced regularly, linking to personal and social development — for example, taking turns with equipment and handling devices carefully. Children are encouraged to talk about what technology does and how it can be used for different purposes. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Opportunities to explore and use digital tools are embedded across the environment. Technology-rich play experiences allow children to experiment in role play. Adults support children to use simple apps and devices independently and safely, encouraging them to talk about what they are doing and what happens when they press buttons or icons. Visual prompts and technology areas promote confidence in exploring different forms of digital media. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Teachers explicitly teach the names and purposes of common digital devices, such as computers, tablets, cameras, and remote controls. Adults model correct vocabulary, e.g., <i>computer</i>, <i>iPad</i>, <i>record</i>, <i>photograph</i>, and <i>device</i>, and support children in understanding what each tool can do. Children learn that technology can be used for creating, communicating, and playing — and begin to understand that the work they create belongs to them.

HOW WE TEACH COMPUTING IN KEY STAGE 1 AND KEY STAGE 2

Computing from Year 1 to Year 6 is taught progressively through practical, creative, and problem-solving experiences that build pupils' understanding of algorithms, programming, data handling, digital literacy, and online safety. Each year, children deepen their technical knowledge and independence by applying skills to real-world contexts—designing, debugging, analysing, and creating digital content responsibly and confidently.

STAYING SAFE ONLINE	ALGORITHMS, PROGRAMMEING AND DEBUGGING	USING DATA	USING COMPUTERS AND EVALUATING DIGITAL CONTENT
<p>Throughout the Year:</p> <ul style="list-style-type: none"> Online safety is embedded across all computing and PSHE learning, ensuring children consistently understand how to use technology safely and respectfully. Pupils are regularly reminded about asking permission, keeping personal information private, and seeking help from trusted adults when concerned. Discussions about online behaviour, kindness, and digital responsibility are revisited during everyday technology use and when accessing online resources. E-safety principles are reinforced through assemblies, class discussions, and themed events like Safer Internet Day, building pupils' awareness of how their actions online affect themselves and others. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classroom displays, posters, and reminders promote key online safety rules. Children apply safe online habits whenever they use technology—such as logging in securely, using passwords appropriately, and showing respect in online collaboration tools. Scenarios and discussions are built into everyday lessons across subjects to remind pupils about responsible online choices and the importance of digital wellbeing. Teachers model safe online practices, including checking sources, using age-appropriate content, and respecting others' digital work. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Each year group explicitly builds on previous online safety knowledge using the school's Knowledge and Skills Progression Map. <ul style="list-style-type: none"> Year 1–2: Pupils learn about good and bad choices online, personal information, and who to talk to if something feels wrong. Year 3–4: Children are introduced to secure passwords, CEOP reporting, recognising false information, and understanding consequences of online actions. Year 5–6: Pupils explore digital footprints, consent, data rights, social media use, and how to identify and prevent phishing and other online risks. Lessons link closely with PSHE to develop empathy, responsibility, and critical thinking about the digital world. Practical, age-appropriate activities—like password creation, identifying safe websites, and analysing online scenarios—help pupils apply their learning to real-life contexts. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils continually develop logical thinking and problem-solving skills through coding, sequencing, and debugging activities. They are encouraged to persevere, take risks, and refine their ideas when faced with errors or challenges, linking to the school's core values. Opportunities to revisit programming concepts arise across subjects, such as using algorithms to follow instructions in PE, DT, or Maths. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Children explore programmable devices and coding platforms such as Bee-Bots, ScratchJr, and Scratch across the year to consolidate learning. Teachers provide challenge cards, floor maps, and digital tools to allow pupils to plan, test, and debug programs independently or collaboratively. Pupils apply computing skills in cross-curricular projects, such as creating animations or simulations to represent learning in other subjects. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Each year group progresses in complexity: <ul style="list-style-type: none"> Years 1–2: Children write simple algorithms, program Bee-Bots and ScratchJr, and debug short sequences. Years 3–4: Pupils use Scratch to create programs with repetition and decomposition, explaining their reasoning when debugging. Years 5–6: Learners use variables, selection, and repetition to build more complex programs and simulations, using logical reasoning to explain and improve their code. Explicit vocabulary such as <i>algorithm</i>, <i>sequence</i>, <i>debug</i>, and <i>variable</i> is taught and reinforced through practical problem-solving activities. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Data handling skills are embedded through cross-curricular opportunities in maths, science, and topic work. Pupils collect, record, and interpret data, learning how digital tools can be used to represent and analyse information effectively. Teachers encourage curiosity by asking questions about what data shows and how it can help us make decisions. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Children use pictograms, tally charts, and branching databases to present findings in different contexts. They have opportunities to gather and input data using tablets, laptops, and online tools, developing independence in using software like Excel. Regular tasks involve comparing results, noticing patterns, and representing data visually through charts or graphs. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Progression is clear across year groups: <ul style="list-style-type: none"> Years 1–2: Pupils sort and group objects, create simple pictograms, and use tally marks to represent findings. Years 3–4: Children collect data using branching databases and input it into spreadsheets to create charts. Years 5–6: Pupils design questionnaires, analyse results, and use formulas and functions to process and present data meaningfully. Teachers explicitly teach relevant vocabulary such as <i>data</i>, <i>pictogram</i>, <i>spreadsheet</i>, and <i>formula</i>, ensuring pupils can interpret and discuss information accurately. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children use technology purposefully and respectfully to create, organise, and share content across subjects. They build digital literacy by learning how to type, format text, combine images, and use different programs appropriately. Safe and responsible technology use is modelled consistently, reinforcing online safety, ownership, and respect for others' work. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Digital tools such as laptops, tablets, and recording devices are available to support learning in all curriculum areas. Pupils practise retrieving, saving, and editing work independently, with increasing control and accuracy as they progress. Displays and classroom prompts support vocabulary and remind pupils of digital expectations, such as crediting sources and using respectful communication online. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Learning builds systematically: <ul style="list-style-type: none"> Years 1–2: Pupils identify parts of a computer, type short texts, use basic editing tools, and understand that digital work belongs to them. Years 3–4: Children develop keyboard skills, use formatting features, combine media, and understand networks and the internet. Years 5–6: Pupils apply advanced formatting, hyperlinking, and referencing skills, evaluate digital sources, and learn the basics of HTML and web design. Teachers provide explicit instruction on evaluating online content, understanding how search engines work, and selecting appropriate tools for different purposes.



Impact

General Assessment Principles Across All Ages

- **Formative Assessment:** Ongoing observations, questioning, and informal feedback during lessons to monitor understanding and application of computing concepts.
- **Summative Assessment:** Reviews of digital work on student share to assess skill progression and knowledge retention. Assessments on Sonar against programmes of study.
- **Pupil Involvement:** Children regularly reflect on their learning, discussing what they did, how they did it, and how they can improve.
- **Contextualised Judgement:** Teachers consider pupils' individual starting points, access to technology, and problem-solving ability, valuing effort, creativity, and digital resilience.

EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>In the Early Years, computing is about exploration, curiosity, and understanding how technology can be used purposefully and safely. Children begin to recognise technology in their environment, make simple choices using digital tools, and talk about what they are doing or noticing.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Curiosity about how devices and programmable toys work. • Ability to use technology safely and responsibly. • Early problem-solving through play (e.g. predicting what buttons will do). • Use of correct vocabulary such as "on", "click", or "move". <p>Assessment methods:</p> <ul style="list-style-type: none"> • Observations during continuous provision and adult-led tasks. • Annotated photos and short videos showing digital interactions. • Pupil voice: discussing what they did and how technology helped them. 	<p>Children begin to use technology with increasing confidence and independence. They learn simple coding, understand what algorithms are, and develop good habits for online safety and data use.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Ability to follow and create simple sequences or programs. • Safe and responsible use of digital devices and the internet. • Awareness of how to store and retrieve information. • Beginning to debug simple errors in code or tasks. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Reviewing digital work saved on classroom platforms or printed evidence. • Ongoing teacher observations and questioning during computing sessions. • Self-assessment using visuals or checklists (e.g. "I can make a sprite move"). • Teacher assessment against programmes of study. 	<p>Children become more confident computational thinkers. They plan, test, and debug increasingly complex algorithms, use technology to gather and present data, and deepen their understanding of online safety and digital footprints.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Independent and logical debugging of code. • Understanding how data is collected, presented, and interpreted. • Awareness of digital responsibility and evaluating online content. • Effective use of technology to communicate or create content. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Portfolios of programming projects (e.g. Scratch). • Peer feedback on code and digital creations. • Teacher assessment against programmes of study. 	<p>By the end of KS2, pupils demonstrate mastery in computational thinking, creativity, and safe online behaviour. They design, code, and evaluate purposeful digital products and understand how computing links to real-world applications.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Confidence in writing, testing, and refining complex code. • Understanding how networks and search technologies function. • Critical evaluation of digital content for reliability and bias. • Consistent demonstration of safe, respectful online behaviour. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Evaluation of digital projects against success criteria. • Pupil self- and peer-assessment of computational processes and outcomes. • Summative assessment through termly moderation of computing evidence. • Teacher assessment against programmes of study.



Statutory Links



Birth to 5 Matters & Early Learning Goals	National Curriculum Programmes of Study for Computing	
<p style="text-align: center;">EYFS</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Using technology to express ideas, e.g., recording a story or presenting work digitally. <p>Physical Development</p> <ul style="list-style-type: none"> Fine motor skills used in tapping, dragging, or clicking on screens. <p>Personal, Social, and Emotional Development</p> <ul style="list-style-type: none"> Collaborative tasks using digital tools (taking turns, sharing devices). <p>Literacy</p> <ul style="list-style-type: none"> Using apps for early reading/writing, e.g., forming letters on a touchscreen. <p>Mathematics</p> <ul style="list-style-type: none"> Sorting, counting, sequencing, patterns — all skills reinforced through digital games. <p>Understanding the World</p> <ul style="list-style-type: none"> Using technology to explore cause and effect, information, and digital devices. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Digital drawing, music creation apps, storytelling tools. <p>ELG example for technology use:</p> <ul style="list-style-type: none"> Children can interact with digital tools safely and purposefully, showing understanding of simple instructions and effects. 	<p style="text-align: center;">Key Stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p style="text-align: center;">Key Stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Staying Safe Online

Curriculum Link with PSHE: Living in the wider world (all year groups)

KNOWLEDGE PROGRESSION MAP FOR STAYING SAFE ONLINE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That they can use the internet with an adult to help keep them safe from strangers online That there are some things online that they aren't suitable for their age. 	<p>Children will know:</p> <ul style="list-style-type: none"> That strangers use online services. That some online content is inappropriate. Know that damaged or strange devices should not be touched. There are good and bad choices about when and where to use a device. That personal information should not be shared with strangers online. 	<p>Children will know:</p> <ul style="list-style-type: none"> Where to go for support when they have concerns about content on the internet. That their safe adults will support when they have concerns about content on the internet. To ask someone before accessing something online. The good and unwise online behaviours. 	<p>Children will know:</p> <ul style="list-style-type: none"> That CEOP is a website to report a concern. That not everything online is true. The six rules to set a up a safe password (1. include numbers, letters and symbols. 2. use at least one capital letter. 3. Make it something you will remember but others won't think of. 4. make sure it has eight characters or more. 5. never use obvious names or dates. 6. Never write down or share your password). That some of the laws around what is illegal to do with computers. That cybercrime includes bullying, harassment, identity theft, fraud, and other online dangers that can harm children's mental and emotional health. 	<p>Children will know:</p> <ul style="list-style-type: none"> That online gifts aren't always what they seem. That breaking age limits regarding the internet can have consequences. That digital footprints are a trail of places that you have visited on the internet and the activities and games you have taken part in. How to make a password secure by making it more complex (e.g. . Think of a sentence that you will remember, e.g. I love juicy red apples (the longer your sentence the better). Take the first letter of each word and put them together, e.g., iljra. Make every other letter into UPPER CASE, e.g., iLjRa. Add some numbers or symbols in between each of the letters such as your date of birth backwards, e.g., i98L12j16Ra. Finally, add a smiley at the end! e.g., i98L12j16Ra;). 	<p>Children will know:</p> <ul style="list-style-type: none"> The benefits of report systems online. Know that asking permission before capturing an image is important. That using a device at night can affect their wellbeing. That apps may collect lots of data. That consent means 'asking for permission' when we agree to terms and conditions online. The rights we give to social media organisations to use our personal information (snapchat, Instagram, WhatsApp, and other apps the children are using). 	<p>Children will know:</p> <ul style="list-style-type: none"> How reporting a concern works at a new school. That sharing image has consequences. That some content can promote stereotypes. That devices are valuable resources. Their data rights and responsibilities That phishing is when attackers attempt to trick users into doing 'the wrong thing', such as clicking a bad link that will download malware, or direct them to a dodgy website. That the types of phishing are spear phishing, whaling, vishing and email phishing, smishing and quishing. The common themes for phishing. How to prevent being a victim of phishing.

SKILLS PROGRESSION MAP FOR STAYING SAFE ONLINE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify why we use the internet with an adult to keep us safe. Identify simple reasons why some things online aren't suitable e.g. scary, too old for them 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the good and bad choices when and where to use a device. Identify why you should not share personal information with strangers online. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify where to go for support when they have concerns about content on the internet. Identify who to go to for support when they have concerns about content on the internet. Identify who to ask before accessing something online. Recognise the good and unwise online behaviours. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the steps to report a concern online. Identify the CEOP symbol and what it is for. Create an effective password. Identify some of the laws around what is illegal to do with computers. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how breaking age limits regarding the internet can have consequences. Identify what a digital footprint is. Create a secure password. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the benefits of report systems online. Identify why asking permission before capturing an image is important. Identify why using a device at night can affect their wellbeing. Explain what consent means when we agree to terms and conditions online. Explain the rights we give to social media organisations to use our personal information. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Report a concern at a new school. Identify why sharing images has consequences. Explain why and how some content can promote stereotypes. Identify their data rights and responsibilities. Explain what phishing is and why it is used by cyber criminals. Identify the common themes for phishing. Identify how to prevent being a victim of phishing.

VOCABULARY PROGRESSION MAP FOR STAYING SAFE ONLINE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Devices Internet Suitable</p>	<p>Online content Appropriate Devices Good and bad choices Personal information</p>	<p>Concerns Content Support Online behaviours</p>	<p>CEOP Effective password Laws Illegal Cyber-crime</p>	<p>Age limits Digital footprint Secure password Secure</p>	<p>Report systems Permission Consent Terms and conditions Social media organisations</p>	<p>Stereotypes Data rights and responsibilities Phishing Whaling Vishing Smishing Quishing Cyber criminals</p>

STICKY KNOWLEDGE FOR STAYING SAFE ONLINE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Who do you need to ask to go on a device? Mum, dad, teacher • Who do you tell if something upsets you online? An adult I trust • What can keep your device safe? A password • How can you have a healthy lifestyle? Limit your time online and using apps 	<ul style="list-style-type: none"> • Who uses online services? Everyone including strangers • What do you do with damaged or strange devices? Not touch them • Who should your personal information be shared with online? No one 	<ul style="list-style-type: none"> • Where do go for support when you have concerns about content on the internet? An adult • What do you need to do before going online? Ask an adult 	<ul style="list-style-type: none"> • What is the name of the website to report a concern? CEOP • What are the six rules to set a up a safe password? 1. include numbers, letters and symbols. 2. use at least one capital letter. 3. Make it something you will remember but others won't think of. 4. make sure it has eight characters or more. 5. never use obvious names or dates. 6. Never write down or share your password • What is cybercrime? Bullying, harassment, identity theft, fraud, and other online dangers that can harm children's mental and emotional health. 	<ul style="list-style-type: none"> • What happens if you break age limits regarding the internet? There can be consequences • What is a digital footprints? A trail of places that you have visited on the internet and the activities and games you have taken part in. • How do you make a password secure? Think of a sentence that you will remember, e.g. I love juicy red apples (the longer your sentence the better). Take the first letter of each word and put them together, e.g., iljra. Make every other letter into UPPER CASE, e.g., iLjRa. Add some numbers or symbols in between each of the letters such as your date of birth backwards, e.g., i98L12j16Ra. Finally, add a smiley at the end! e.g., i98L12j16Ra;) 	<ul style="list-style-type: none"> • What are the benefits of report systems online? Keeping yourself safe, reports being investigated • If you want to take a picture of someone, what do you need to do? Ask their permission • When should you avoid using a device? At night • What does consent mean? Asking for permission • What happens when you sign up to a social media organisation? We give them rights to use our personal information 	<ul style="list-style-type: none"> • How would you report a concern in school? Tell a teacher or adult in school • What is phishing? When attackers attempt to trick users into doing 'the wrong thing', such as clicking a bad link that will download malware, or direct them to a dodgy website. • Name types of phishing. Spear phishing, whaling, vishing and email phishing, smishing and quishing. • How can you prevent being a victim of phishing? Various answers



Algorithms, programming and debugging

Curriculum Link with Maths: position and direction (all year groups)

KNOWLEDGE PROGRESSION MAP FOR ALGORITHMS, PROGRAMMING AND DEBUGGING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That a Bee-Bot is a robot designed for sequencing. That a sequence is the order in which instructions are performed. 	<p>Children will know:</p> <ul style="list-style-type: none"> That an algorithm is a list of rules to follow in order to complete a task or solve a problem. That the steps in an algorithm need to be in the right order. That ScratchJr is the app used to write algorithms. That a Bee-Bot is a robot designed for sequencing. That a sequence is the order in which instructions are performed. That a program is a set of step-by-step instructions to make a computer do a task. How to break down a sequence of moves into its parts. That Debugging is the process of finding and fixing errors. How to debug a program. 	<p>Children will know:</p> <ul style="list-style-type: none"> That an algorithm is a list of rules to follow in order to complete a task or solve a problem. That the steps in an algorithm need to be in the right order. That ScratchJr is the app used to write algorithms. To press forwards, backwards, left and right buttons on a Bee-Bot to program it. How to debug a program. 	<p>Children will know:</p> <ul style="list-style-type: none"> That decomposition means breaking an algorithm down into smaller parts. That Scratch is the app used to write algorithms. How to write a program with a set of instructions using Scratch. How to write a program that uses a repeated command. How to debug a program using logical reasoning. 	<p>Children will know:</p> <ul style="list-style-type: none"> That logical reasoning explains how some simple algorithms work and is used to detect and correct errors in algorithms and programs. So, when you have broken up a task into smaller steps and sequence them into an order that works, you are then able to program it all in Scratch. That computer programming involves writing a list of instructions for the computer to follow. How to write a program with a sequence of instructions. How to debug a program using logical reasoning. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a selection is a decision or question. At some point, a program may need to ask a question because it has reached a step where one or more options are available. Depending on the answer given, the program will follow a certain step and ignore the others. That a variable is when they need to measure or count something that changes. How to write a program using selection. How to use variables in a program How to debug a simulation program on Scratch. 	<p>Children will know</p> <ul style="list-style-type: none"> That PRIMM stands for Predict, Run, Investigate, Modify and Make. That modify means change. By modifying a program, they are also learning how a program works and how to improve/change it. That an input device transmits data and allows you to communicate with it and control it. That a micro: bit is a tiny, pocket-sized computer. How to write and debug a game.

SKILLS PROGRESSION MAP FOR ALGORITHMS, PROGRAMMING AND DEBUGGING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> program a Bee-Bot with some adult support Create a short set of sequence instructions with adult support. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Write an algorithm. Use an algorithm. Improve an algorithm. Open ScratchJr and start a new project. Create a short set of sequence instructions Create longer sequences of more complete instructions. program a Bee-Bot. Break a sequence of moves down into its parts. Debug a program. Say what a program will do. Explain what the bug was and how I fixed it. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Write an algorithm. Use an algorithm. Spot patterns in algorithms. Write commands in the correct order. Correct any mistakes. Create an algorithm using the repeat command. Program a Bee-Bot. Debug a program. Say what a program will do. Explain what the bug was and how I fixed it. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use logical reasoning to detect and correct errors in an algorithm. Break a sequence of moves down into its parts. Decompose a sequence. Open Scratch and start a new project. Explore Scratch for themselves. Write a program with a set of instructions. Write a program that uses a repeated command. Explain how to debug a program. Use logical reasoning to debug a program. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use logical reasoning to solve a problem. Write a program with a sequence of instructions. Identify what is important in a computer program. Solve problems using logical reasoning Write a program with a sequence of instructions. Explain how to debug a program. Use logical reasoning to debug a program. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what selection is. Write a program using selection. Describe what a variable is. Describe how a score variable is used Write a program using selection. Use variables in programs. Debug a simulation program on Scratch. 	<p>Children will be able to</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work. Predict what a program with repeats will do. Explain what the repeats in a program will do. Use the PRIMM steps. Modify a program to achieve goals. Write a program using repetition. Write a program that uses input from an input device (micro: bit). Write a control program. Write and debug a game.

VOCABULARY PROGRESSION MAP FOR ALGORITHMS, PROGRAMMING AND DEBUGGING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Bee-Bot Instruction	Algorithm Scratch Junior Project Sequence Bee-Bot Program Debugging	Patterns Commands Mistakes	Decomposition Logical reasoning Scratch Instructions Repeated command	Computer program Problems	Selection Variable Score variable Simulation program	PRIMM stages (Predict, Run, Investigate, Modify and Make.) Modify Input devices Control program Mirco:bit

STICKY KNOWLEDGE FOR ALGORITHMS, PROGRAMMING AND DEBUGGING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is an instruction? Something you have to do • Show me how to use these 'toys' using remote controls using direction. Various 	<ul style="list-style-type: none"> • What is an algorithm? A list of rules to follow • What order do steps in an algorithm need to be in? The right order • What app do you use to write algorithms? ScratchJr • What is a Bee-Bot? A robot used for sequencing • What is a sequence? The order in which you do the instructions • What is a program? Step-by-step instructions to make a computer do a task 	<ul style="list-style-type: none"> • What is an algorithm? A list of rules to follow in order to complete a task or solve a problem. • What order do steps in an algorithm need to be in? The right order • What app do you use to write algorithms? ScratchJr • Show me how you programme a Bee-Bot. Various • Show me how to debug a program. Various 	<ul style="list-style-type: none"> • What does decomposition mean? To break an algorithm down into smaller parts. • What app is used to write algorithms? Scratch • Show me how to write a program with a set of instructions using Scratch. Various answers • Show me how to write a program that uses a repeated command. Various answers • Show me how to debug a program using logical reasoning. Various answers 	<ul style="list-style-type: none"> • What does logical reasoning mean? To break up a task into smaller steps and sequence them into an order that works • What does computer programming mean? Writing a list of instructions for the computer to follow. 	<ul style="list-style-type: none"> • What is a selection? A decision or question • What is a variable? To measure or count something that changes 	<ul style="list-style-type: none"> • What does PRIMM mean? Predict, Run, Investigate, Modify and Make • What does modify means? Modify means change • What is an input device? A device that transmits data and allows you to communicate with it and control it • What is a micro:bit? A tiny, pocket-sized computer



Using Data

Curriculum Link with Maths: Statistics (all year groups)

KNOWLEDGE PROGRESSION MAP FOR USING DATA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> How to sort physical objects, take a photograph and discuss what they have done. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a pictogram is a chart that uses pictures to represent data. How to sort physical objects, take a photograph and discuss what they have done. How to create a pictogram on a digital device. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to sort images or text into two or more categories on a digital device. How to collect data. That a tally chart is a table used for counting and comparing the numbers of multiple classes of a data set. How to create a tally chart. How to record themselves. How to create a branching database. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a Carroll diagram is a way to sort data, such as a group of objects, shapes or numbers, based on given properties or traits in a yes/no fashion. How to create a sorting diagram. How to complete a data handling activity using images and texts. How to input data into a spreadsheet. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to create a multiple-choice questionnaire. That a spreadsheet is a computer program that can capture, display and manipulate data arranged in rows and columns. How to import data into a spreadsheet. How to export the data in a variety of ways: chart, bar chart, pie charts etc. How data is collected. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to create a questionnaire. How to analyse the results. That a formula takes a set of values, usually from other cells, and carries out some maths on them. How to create simple formulae to solve calculations including =sum and other statistical functions. How to edit and format different cells in a spreadsheet. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to write spreadsheet formula to solve more challenging maths problems. How to create their own online quiz with a range of media (images and videos). How to publish their own online quiz with a range of media (images and videos).

SKILLS PROGRESSION MAP FOR USING DATA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Sort physical objects, take a photograph and discuss what they have done. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify a pictogram and its features. Sort physical objects, take a photograph and discuss what they have done. Create a pictogram on a digital device. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Sort images or text into two or more categories on a digital device. Collect data on a topic of choice. Create a tally chart. Record themselves explaining what they have done and what it shows. Create a branching database using questions. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Create a sorting diagram. Complete a data handling activity using images and texts. Input data into a spreadsheet. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Create a multiple-choice questionnaire. Import data into a spreadsheet and export the data in a variety of ways: chart, bar chart, pie charts etc. Understand and explain how data is collected. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Create a questionnaire and analyse the results. Use simple formulae to solve calculations including =sum and other statistical functions. Edit and format different cells in a spreadsheet. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Write spreadsheet formula to solve more challenging maths problems. Create and publish their own online quiz with a range of media (images and videos).

VOCABULARY PROGRESSION MAP FOR USING DATA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sort Photograph Device	Pictogram Sort Create Digital device photograph	Sort Images Text Collect Data Tally chart Branching database	Sorting diagram Data handling Input spreadsheet	Multiple-choice Questionnaire Export Bar chart Pie chart	Analyse Formulae Sum Cells spreadsheet	Online quiz Media publish

STICKY KNOWLEDGE FOR USING DATA

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Show me how you can sort these objects. Various 	<ul style="list-style-type: none"> • What is a pictogram? A chart that uses pictures to represent data. • Show me how to create a pictogram on https://www.j2e.com/jit5#pictogram. Various answers 	<ul style="list-style-type: none"> • What is a tally chart? A table used for counting and comparing the numbers of multiple classes of a data set • Show me how to create a tally chart on the computer. Various answers • What is a branching database? A branching database is used to classify groups of objects. It is used to help identify the objects by answering questions with either 'yes' or 'no'. • Show me how to create a branching database on the computer? Various answers 	<ul style="list-style-type: none"> • What is a Carroll diagram? A diagram to sort data such as a group of objects, shapes or numbers, based on given properties • Show me how to create a sorting diagram on the computer. Various answers 	<ul style="list-style-type: none"> • What is a multiple-choice questionnaire? A list of questions with a number of different answers • What is a spreadsheet? A computer program that can capture, display and manipulate data arranged in rows and columns. • How do you export data from a spreadsheet? Click on insert and recommended charts 	<ul style="list-style-type: none"> • What app do you use to create a questionnaire? Google forms • How do analyse the results from your questionnaire? Export them into an excel document • What is a formula? A set of values, usually from other cells, and carries out some maths on them. • How do you add together lots of numbers from a column? Highlight the column and click Autosum 	<ul style="list-style-type: none"> • How do you multiply cells? Eg. cells: B5 * C5 • How do you divide cells? Eg. cells: B5 / C5 • How do you create a graph? Click Insert, then choose Column Chart/Graph.



Using computers and evaluating digital content

KNOWLEDGE PROGRESSION MAP FOR USING COMPUTERS AND EVALUATING DIGITAL CONTENT

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That a remote control turns on the TV, how to turn on a music player. Tbat a computer is a device for working with information. That an iPad is a touchscreen tablet How to use a recording device to record a short video How to draw a picture on a screen (interactive smart board or tablet) That a camera take photos, a mobile phone is to communicate with others. How to use ICT hardware to interact with age appropriate computer software That some toys have moving parts and flaps to lift to create new parts and sounds. 	<p>Children will know:</p> <ul style="list-style-type: none"> Tbat a computer is a device for working with information. That an iPad is a touchscreen tablet PC made by Apple. That a mouse is also called a 'pointing device' because it enables you to control what happens on the screen by moving the mouse on your desk and pointing, clicking and selecting items on the screen. That a computer keyboard is an input device that allows a person to enter letters, numbers, and other symbols (these are called characters) into a computer. How to use a recording device to dictate short sentences. That work I create belongs to me. 	<p>Children will know:</p> <ul style="list-style-type: none"> That that space bar makes a space between words. That the delete button deleted words or letters. That the enter key will make a new line. How to use a recording device to dictate sentences with punctuation. That right clicking on a mouse allows you to copy and paste. That the caps lock is used for capital letters. How to save their work to pupil share (with support). 	<p>Children will know:</p> <ul style="list-style-type: none"> That the index fingers are used for the keys f and j. The left fingers are used for a, s, d, f, and g. The right fingers are used for h, j, k and l. How to change the size of text. How to change the colour of text. How to add borders. Save their work. Retrieve their work. Why copying someone else's work from the internet without permission can cause problem. What them problems might be. That computers in a school are connected together in a network. Why computers are networked. That the internet is a global network of computers all connected together. That he world wide web ('www' or 'web' for short) is a collection of webpages found on this global network of computers. That your web browser uses the internet to access the world wide web. 	<p>Children will know:</p> <ul style="list-style-type: none"> That devices are laptops, desktop computers, tablets or mobile phones. They could be wired or wireless. That a router moves data between computer networks. If you have Internet, a router will send the data to your computer. That a server is a central computer in a network which has a large memory drive. That firewall is a piece of software that checks data being sent between networks, to make sure it is safe to us. That a hard drive is used by a device to store information. How to combine digital images from different sources. That control and c will copy. That control and v will paste. How to use font sizes appropriately. How to use spell check and thesaurus. Understand how email is sent across the Internet. 	<p>Children will know:</p> <ul style="list-style-type: none"> Hyperlinks are words that links you to another an internet page. How to add hyperlinks to websites onto a document. How to import sounds. How to organise and reorganise text on the screen to suit the purpose. How to assess and justify when it is acceptable to use the work of others. That some content is permitted to be reused. Understand how we view web pages on the Internet. Use search technologies effectively. Understand that web spiders index the web for search engines. Appreciate how pages are ranked in a search engine. 	<p>Children will know:</p> <ul style="list-style-type: none"> What application is best to demonstrate their learning. How to format text. How to publish documents. How search engines rank results. That the use of search tools to find and access online content can be reused by others. How to reference and acknowledge sources they have used from the internet. That HTML (which stands for HyperText Markup Language) is a type of markup language that is used to build web pages. Know a range of HTML tags and can remix a web page. How to create a webpage using HTML.

SKILLS PROGRESSION MAP FOR USING COMPUTERS AND EVALUATING DIGITAL CONTENT

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a remote control and a music player. Identify a computer and explain its use. Identify an Ipad and explain its use. Use a recording device to record a short video e.g press record and stop Use a tablet or smart board to draw a digital picture. Use a camera to take photos Use a mobile phone with an adult to communicate with someone. Use an age appropriate program Identify the flaps and press points on moving/ noisy toys. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify a computer and explain its use. Identify an Ipad and explain its use Identify a mouse and explain what is it used for. Identify a keyboard and explain what is it used for. Turn a computer on. Turn an iPad on. Play a touch screen game. Use a keyboard to type. Use a recording device to dictate short sentences. Identify who work belongs to. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use the space bar to a space between words. Use the delete button to delete words or letters. Use the enter key to make a new line. Use a recording device to dictate sentences with punctuation. Copy and paste images and text into a word document. Use the caps lock is used for capital letters. Save their work (with support). Describe why other people's work belongs to them. Recognise that content on the internet may belong to other people. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use their index fingers for the keys f and j. Use their left fingers for a, s, d, f, and g. Use their right fingers for h, j, k and l. Change the size of text. Change the colour of text. Add border. Save their work. Retrieve their work. Explain why copying someone else's work from the internet without permission can cause problems. Describe what them problems might be. Explain that computers in a school are connected together in a network . Explain that computers are networked Explain the difference between the Internet and the World Wide Web (WWW). 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Name devices and their purposes on a computer network. Combine digital images from different sources to make a final piece: poster, document, leaflet etc. Use shortcuts for cut, copy and paste and delete to organise text. Use font sizes appropriately. Use spell check and thesaurus. Explain that when searching the internet, they need to consider who owns it and whether they have the rights to reuse it. Explain how email is sent across the Internet. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Add hyperlinks to websites onto a document. Import sounds to accompany and enhance their document. Organise and reorganise text on the screen to suit the purpose. Explain that they need to assess and justify when it is acceptable to use the work of others. Explain that some content is permitted to be reused. Explain how we view web pages on the Internet. Use search technologies effectively. Understand that web spiders index the web for search engines. Appreciate how pages are ranked in a search engine. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain how search engines rank results. Select the application that is best to demonstrate their learning. Format text to suit a purpose. Publish documents. Explain that the use of search tools to find and access online content can be reused by others. Reference and acknowledge sources they have used from the internet. Describe what HTML. Recognize HTML tags. Identify range of HTML tags. Create a webpage using HTML.

VOCABULARY PROGRESSION MAP FOR USING COMPUTERS AND EVALUATING DIGITAL CONTENT

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Ipad Computer Device</p>	<p>Computer iPad Mouse Keyboard</p>	<p>Space bar Delete Enter Copy Paste Save Caps lock Content</p>	<p>Borders Retrieve Permission Network WWW Internet</p>	<p>Clients Server Ethernet switch Wifi point Printer Photocopier Sources Shortcuts Email Collaborate</p>	<p>Hyperlinks Import Organise Reorganise Assess Justify Permitted Web spider index</p>	<p>Application Format Publish Reference HTML Tags</p>

STICKY KNOWLEDGE FOR USING COMPUTERS AND EVALUATING DIGITAL CONTENT

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Show me how to play a touch screen game. Various • Show me how to write your name using a keyboard or tablet. Various 	<ul style="list-style-type: none"> • What is a computer? A device for working with information • What is an iPad? A touchscreen tablet PC made by Apple • What is a mouse? A 'pointing device' that lets you control what happens on the screen by moving the mouse on your desk and pointing, clicking and selecting items on the screen. • What is a computer keyboard? A device that lets you enter letters, numbers, and other symbols (these are called characters) into a computer 	<ul style="list-style-type: none"> • What does the space bar do? Makes a space between words • What does the delete button do? Deletes words or letters. • How do you write on a new line? Press the enter key • How do you copy and paste? Right click and then press copy, right click and then paste • How do you make capital letters? Press the caps lock button • Where do you save your work to? Student share 	<ul style="list-style-type: none"> • What keys are the index fingers used for? f and j • What keys are the left fingers used for? a, s, d, f, and g. • What keys are the right fingers used for? h, j, k and l. • How do you change the size of text? Highlight the text and then use the number drop down box • How to change the colour of text? Highlight the text and then select a colour • How do you add borders? Click on design and page borders • Why are computers networked? To share information • What is the world wide web? A collection of webpages found on this global network of computers. 	<ul style="list-style-type: none"> • Name some devices that you use? Laptops, desktop computers, tablets or mobile phones • What does router do? It moves data between computer networks • What is a server? A central computer in a network which has a large memory drive • What is a firewall? A piece of software that checks data being sent between networks, to make sure it is safe to us • What is a hard drive? A device to store information • What is the 'copy' shortcut? Control and C • What is the 'paste' shortcut? Control and V 	<ul style="list-style-type: none"> • What are hyperlinks? They are words that links you to another an internet page • How can you organise and reorganise text on the screen to suit the purpose? By using text boxes • What are web spiders? A web spider is a type of bot that is typically operated by search engines like Google and Bing. They index the content of websites all across the Internet so that those websites can appear in search engine results. • How are web pages ranked? Every page gets rated according to Google's opinion of its authority and usefulness to the end user. Then, using an algorithm with over 210 known factors, Google orders them on a search result page. 	<ul style="list-style-type: none"> • What application could you use? Word, Powerpoint, publisher, excel • How do you reference a website? Author: The author's name or the organization or website name if there is no author, Title: The title of the webpage, Website: The name of the website, Publication date: The date the webpage was published or last updated, URL: The full URL of the webpage, Accessed date: The date you accessed the webpage • What does HTML stand for? HyperText Markup Language

COMPUTING ENRICHMENT

TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN							
SPRING	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To talk about the ways I use the internet and technology. LI: To understand that I need to tell an adult if something online makes me feel worried or upset. LI: To identify words to use to be kind to others when using technology. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To identify safe and unsafe things online. LI: To explain what personal information is and why I should keep it private. LI: To understand how to show kindness when communicating online. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To explain what to do if I see something upsetting online. LI: To recognise trusted adults and websites online. LI: To begin to understand that not everything online is true. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To explain why it is important to keep passwords and personal information private. LI: To identify ways to be respectful and safe online. LI: To describe how to report something online that makes me uncomfortable. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To explain the importance of online safety rules and guidelines. LI: To recognise online risks such as cyberbullying, scams, or inappropriate content. LI: To identify how to make safe choices when using apps, games, or websites. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To evaluate online content and recognise risks such as misinformation or scams. LI: To explain what a digital footprint is and how it affects me. LI: To know how I can take steps to protect my privacy and report online concerns. 	<p>Safer Internet Day:</p> <ul style="list-style-type: none"> LI: To critically assess the trustworthiness of websites and social media content. LI: To know how I can make responsible online choices and understand the consequences of my digital actions. LI: To know how I can support others to stay safe online and know how to seek help when needed.
SUMMER							