

Year	Autumn Term	Spring Term	Summer Term
1	<p style="text-align: center;"><u>Safe Online</u> <i>(E-Safe)</i></p> <p>Pupils will start by learning what is meant by the term 'online'. The pupils will then learn that we can leave a digital footprint when using the internet. Pupils will learn about ways for staying safe when using the internet through the use of stories and animations. Pupils will then produce a poster about how to stay safe online.</p> <p style="text-align: center;"><u>Word Skills</u> <i>(Creative)</i></p> <p>Pupils learn some of the basic features of a word processing program (MS Word). The pupils will be able to insert text and images and change fonts. As a result of the unit the pupils will produce an outcome that applies their new skills.</p> <p>In Years 2, 3 and 5 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.</p>	<p style="text-align: center;"><u>What is Cyberbullying?</u> <i>(E-Safe)</i></p> <p>Pupils will learn how some people can use the internet to bully others through the use of Smartie the Penguin animation. Pupils will think about how this would make them feel and understand where they can go for help or what they should do if this happens to them. The pupils will then create their own e-safety character to make people aware of cyberbullying. As a class the pupils will then make a set of e-safety rules.</p> <p style="text-align: center;"><u>Collecting information</u> <i>(Creative)</i></p> <p>Pupils will learn to collect information and using a graphing program present the information as a pictogram. This learning will have links to the pupils mathematical learning on pictograms and a cross-curricular link will be used when collecting the data to be presented.</p>	<p style="text-align: center;"><u>Directions - Which way to go?</u> <i>(Computer Scientist)</i></p> <p>Pupils are introduced to the word algorithm and learn its meaning as programmable instructions to solve a problem. Pupils will look at how to give directional instructions to a beebot using positional language such as forwards, backwards, left and right. Pupils will understand the importance of accuracy as they debug their algorithms. Pupils will finally create an algorithm to guide their beebot around a maze.</p>

2	<p style="text-align: center;"><u>The Secret code</u> <i>(E-Safe)</i></p> <p>Pupils will start by understanding what a password is and why we need them. Pupils will then learn about reasons for keeping passwords safe and how to create a secure password. The pupils will then analyse some password strengths before creating their own secure passwords.</p> <p style="text-align: center;"><u>Text and Graphics together</u> <i>(Creative)</i></p> <p>Pupils learn some of the basic features of a publishing program (MS Publisher). The pupils learn to use and combine a variety of software to design and create digital and printed media by inserting images and editing text font, size and colour. As a result of the unit the pupils will produce an outcome that applies their new skills. In Years 3 and 4 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.</p>	<p style="text-align: center;"><u>My Online Community</u> <i>(E-Safe)</i></p> <p>In this unit pupils first think about what we mean by community before thinking who their online community might involve. Pupils will learn that computers can be used to communicate with people close and far. Pupils will think about what responsibilities they have when using the online community such as thinking about the words used in messages they send.</p> <p style="text-align: center;"><u>Organising data</u> <i>(Creative)</i></p> <p>This unit builds on from Year 1 collecting data as the pupils will look at how to interpret the data they have in different charts. Pupils will learn how to collect their own set of data using a voting software program. Using the collected data, the pupils will look at how they can present their findings by organising the data.</p>	<p style="text-align: center;"><u>Stop! Motion 2D</u> <i>(Creative)</i></p> <p>In this unit pupils will learn the principles of animation whilst looking at some examples. Pupils will look at how animations have developed from simple flipbooks to computerised. The importance of small-scale movements will be demonstrated to the children whilst seeing how the onion-skin can be used when creating their own animations. Pupils will then create their own 2D animation including thinking about backgrounds and sprites.</p> <p style="text-align: center;"><u>Predicting - Testing Testing!</u> <i>(Computer Scientist)</i></p> <p>This unit builds on Year 1 and the understanding of accuracy when creating algorithms. Pupils will use their knowledge of giving instructions to programmable toys to then predict the movements of a given algorithm. Pupils will predict before testing and debugging algorithms for the programmable cars.</p>

3	<p style="text-align: center;"><u>Sticks and Stones</u> <u>(E-Safe)</u></p> <p>This unit builds on from Year 1 and looking at the words we use online. Through the use of stories and animations the pupils will consider how the words we write and say can sometimes be hurtful or misunderstood. Pupils will think about how this might feel by looking at some example messages and then consider who they can talk to if they experience this.</p> <p style="text-align: center;"><u>QR Codes</u> <u>(Creative)</u></p> <p>This unit introduces the pupils to QR codes. Pupils will explore what QR codes are and how they are used in everyday life. Pupils will test some QR codes as they go on a scavenger hunt for information. Pupils will then learn how QR codes are created using different file types. Pupils will then create their own QR code to share some cross-curricular information they have learnt on a topic area.</p>	<p style="text-align: center;"><u>Branching out</u> <u>(Creative)</u></p> <p>In this unit pupils will learn what a database is and then look at reading data in a tree database. Pupils will learn the basic features of how to create a branching database before they create their own branching database to sort and classify information on the European cities.</p> <p style="text-align: center;"><u>Being a Good Digital Citizen</u> <u>(E-Safe)</u></p> <p>This unit builds on from Year 2 and understanding our role in the online community. Pupils will think about what responsibilities they have in order to show they are a good digital citizen. Finally, pupils will discuss what they should do if they saw someone not being a good digital citizen and understand their responsibility to report such behaviour.</p>	<p style="text-align: center;"><u>Repeat Function - Can you repeat that please?</u> <u>(Computer Scientist)</u></p> <p>This unit continues to build on the pupils understanding of algorithms. Pupils will learn to explain how simple algorithms work and will start to spot some errors. Pupils will then look at how to write algorithms to accomplish specific goals such as drawing shapes or letters. Pupils will learn how we can use a repeat procedure to limit the number of instructions we need to give and will continue to test and debug their algorithms.</p>

4	<p style="text-align: center;"><u>Keeping it Private</u> <i>(E-Safe)</i></p> <p>This unit builds on the pupils learning of passwords in Year 2. The unit starts by recapping the importance of using passwords to keep our personal information private. Pupils then learn about the need to think carefully about the information we share and the consequence of identity theft. Pupils will then create an avatar that explains their understanding of protecting their information</p> <p style="text-align: center;"><u>It's all in the Presentation</u> <i>(Creative)</i></p> <p>Pupils learn some of the basic features of a presenting program (MS PowerPoint). Pupils will be able to add backgrounds, animations and transitions to their presentations. Pupils will also look at the information that is needed on a presentation and how to present effectively. As a result of the unit the pupils will produce an outcome that applies their new skills. In Years 5 and 6 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.</p>	<p style="text-align: center;"><u>Scratch - On the move!</u> <i>(Computer Scientist)</i></p> <p>This unit continues to build on the pupils understanding of algorithms. Using Scratch, the pupils will look at using various inputs and outputs to make things move, change size or play sounds. Pupils will understand that each control block links to form the algorithm. After learning the basic features, the pupils will create their own sprite with a background that is able to be moved based on the conditional statements programmed.</p>	<p style="text-align: center;"><u>Green Screening</u> <i>(Creative)</i></p> <p>This unit gives the children the opportunity to experience Green Screening. Pupils will first understand the purpose of green screening and how it is used in filming. The basic filming techniques will be learnt before the children work in small groups to create their short green screening video. The pupils will add their film clips to iMovie to then edit and add sound and titles before sharing and evaluating as a class.</p> <p style="text-align: center;"><u>Whose is it Anyway?</u> <i>(E-Safe)</i></p> <p>In this unit pupils will learn about the term plagiarism. Pupils will look at how we need to treat the information we learn from others. Through the use of a practical activity the pupils will consider how copying work can make others feel. Finally, the pupils will create their own piece of work on a given topic ensuring they follow the rules of plagiarism and copyright rules.</p>

<p>5</p>	<p style="text-align: center;"><u>Who can you talk to?</u> <i>(E-Safe)</i></p> <p>This unit builds on the pupils understanding of cyberbullying from Year 3. Through the use of an animation the pupils will look at ways we might be treated in an unkind way online and then think about what we need to do if we find ourselves in this situation. The pupils will then think about and create their own support circle of people they can go to for help, support or advice. The pupils will understand that there are many trusted adults who they can talk to.</p> <p><u>How useful is a spreadsheet?</u> <i>(Creative)</i></p> <p>In this unit the pupils will learn how a spreadsheet can be used for calculations, problem solving and creating charts and recognise the benefits of being able to manipulate data quickly and easily. Pupils will first test some spreadsheets before learning about some of the basic formula used in spreadsheets. Pupils will then be given a problem which they have to create their own spreadsheet to help them find a solution.</p>	<p style="text-align: center;"><u>Procedure - Making games</u> <i>(Computer Scientist)</i></p> <p>This unit builds on the pupil's knowledge of Scratch and algorithms as they will look to create their own game. Pupils will look at how to create procedures for different game types. Pupils will continue to test and debug the algorithms they make by carefully thinking about the sequence of their instructions. Pupils will put their knowledge of procedures together to create their own game using Scratch.</p>	<p style="text-align: center;"><u>Microbit</u> <i>(Computer Scientist)</i></p> <p>In this unit pupils will apply their learning from Scratch coding to the mini microbit computers. They will conduct a series of mini projects such as making a name badge to a simple game.</p> <p style="text-align: center;"><u>Privacy Rules!</u> <i>(E-Safe)</i></p> <p>This unit builds further on Year 4 and thinking about the information we share. The children will think about information they share when posting or sharing online, including photos, comments and tags. Pupils will discuss the consequences of sharing information and then create a leaflet to advice others of ways to protect themselves.</p>
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<p>6</p>	<p style="text-align: center;"><u>Digital Life</u> <i>(E-Safe)</i></p> <p>In this unit the pupils will think about their use of digital media. They will first create their own web of media use and think about the associated vocabulary of the digital media they use such as blog. Finally, the pupils will think about the benefits of the different digital media types and how we should consider time spent in using these for our health benefits.</p> <p style="text-align: center;"><u>Scams and Schemes</u> <i>(E-Safe)</i></p> <p>This unit builds on from Year 4 and 5 thinking about the information we need to keep private but looks more at scams and schemes that might trick us. Pupils will look at the tactics used in different types of scams and consider how we can prevent this happening to us. The pupils will also consider what they should do if they feel they have been affected by a scam. Pupils will finally create their own phishing email scam.</p>	<p style="text-align: center;"><u>Spreadsheet Modelling</u> <i>(Creative)</i></p> <p>This unit builds on the Year 5 understanding of spreadsheets. The pupils will learn more about the use of formula to solve a problem and how they can format their spreadsheet to fit a purpose of presenting information for an audience. Pupils will then create their own spreadsheet using appropriate formula to solve a given problem.</p>	<p style="text-align: center;"><u>Reasoning - Game Design</u> <i>(Computer Scientist)</i></p> <p>This unit builds on from Year 5 as the pupils will continue to write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Pupils will look at how they can build in different types of code to create a game format. Pupils will use Scratch to effectively plan, design and build complex code that uses pseudocode, cloning and conditional operators (Boolean).</p>
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