



Year	Topic Title	Curriculum Objectives	Linking Topics
Foundation Stage	Maths <ul style="list-style-type: none"> • Topmarks maths/ Mini Mash • Making and correcting patterns 	<i>Notice and correct an error in a repeating pattern. (M: 3-4)</i>	When identifying errors in patterns children are beginning to use skills of debugging that will be developed further in KS1.
	Literacy <ul style="list-style-type: none"> • Phonics Play/ Mini Mash • Listening to music/ audio books • Mark making on the smartboard/ tablet • Using a keyboard (role play) • Writing Instructions 	<i>Listen carefully to rhymes and songs, paying attention to how they sound (C&L: Rec)</i> <i>Use a comfortable grip with good control when holding pens and pencils. (PD:3-4)</i> <i>Write some letters accurately (L: 3-4)</i> <i>Read individual letters by saying the sounds for them. (L: Rec)</i>	Writing/ sequencing instructions provides early foundations for understanding coding/ algorithms that will be developed in year 1,
	PSED <ul style="list-style-type: none"> • E-Safety • Rules/ instructions 	<i>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time' (PSED: Rec)</i> <i>Increasingly follow rules, understanding why they are important. (PSED: 3-4)</i>	Foundations of safety when using technology will be built on in year 1 online safety. Understanding the importance of rules will be built on in year 1, developing an understanding that computers need precise instructions.
	Physical Development <ul style="list-style-type: none"> • Using technological equipment with buttons • Taking and looking at photos (camera/ tablet) • Using a keyboard 	<i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD: Rec)</i>	Exposure to equipment such as laptops (both working and not), will help children begin to understand how they work and what the buttons are for.
	UTW <ul style="list-style-type: none"> • Online Research- Life cycles/ plants/ minibests • Internet searching 	<i>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. (UTW: 3-4)</i> <i>Recognise that people have different beliefs and celebrate special times in different ways (UTW: Rec)</i> <i>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</i>	Online searching skills will be developed further, in year 2. Understanding, following and giving directions form the early knowledge of algorithms and debugging that will be built on in Year 1 and 2.

Together, we can achieve anything!



	<ul style="list-style-type: none"> • Watch videos and look at photos of celebrations • Google Maps • Understanding and giving instructions - direct a Beebot or a friend • Using cameras, laptops walkie talkies in role play • Old laptops/ computers/ type writers etc for taking apart and tinkering • Mechanical toys 	<p><i>Draw information from a simple map (UTW: Rec)</i> <i>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" (C&L: 3-4)</i> <i>Increasingly follow rules, understanding why they are important (PSED: 3-4)</i> <i>Show an ability to follow instructions involving several ideas or actions. (PSED: Rec)</i> <i>Explore how things work. (UTW: 3-4)</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (C&L: Rec)</i></p>	<p>Experience of equipment such as smartboards/ laptops allows children to begin to develop awareness of how to use these ready for year 1.</p>
	<p>EAD</p> <ul style="list-style-type: none"> • Smartboard/ tablet drawing 	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD: Rec)</i></p>	<p>Using technology to create artistic effects will be built upon in year 2, when looking at impressionism and pointillism.</p>
Year 1	<p>Online Safety and exploring purple mash</p> <ul style="list-style-type: none"> • Safe Logins • My work area • Purple Mash topics • Purple Mash tools 	<p><i>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.</i></p>	<p>Builds on online safety knowledge from FS, focussing no on logins. This is built on further in year 2 with safe searching and email. Links to the PSED curriculum.</p>
	<p>Grouping and Sorting</p> <ul style="list-style-type: none"> • Sorting Away from the Computer • Sorting on the Computer 	<p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Build on FS maths curriculum sorting. This unit leads into Year 2 questioning unit and Year 3 branching database unit.</p>
	<p>Pictograms</p> <ul style="list-style-type: none"> • Data in pictures • Class pictogram • Recording results 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Introduction to presenting data/ information will be built on in Year 2 in presentation and spreadsheet and pictograms unit.</p>

Together, we can achieve anything!



<p>Lego Builders</p> <ul style="list-style-type: none"> • Following instructions • Following and Creating Simple instructions on the computer • To consider how the order of instructions affects the result 	<p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p>	<p>Build on following and giving instructions in FS, introducing basic understanding of algorithms that will be built on in Year 1 and Year 2 Coding units.</p>
<p>Maze explorers</p> <ul style="list-style-type: none"> • Challenges 1 and 2 • Challenges 3 and 4 • Challenges 5 and 6 • Setting More Challenges 	<p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>create and debug simple programs</i> <i>use logical reasoning to predict the behaviour of simple programs</i></p>	
<p>Animated story books</p> <ul style="list-style-type: none"> • Drawing and Creating • Animation • Sounds and More! • Making a Story • Copy and Paste 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Builds on FS experiences of technology to draw and create pictures. Digital literacy.</p>
<p>Coding</p> <ul style="list-style-type: none"> • Instructions • Objects and Actions • Events • When Code Executes • Setting the Scene • Using a Plan 	<p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>create and debug simple programs</i> <i>use logical reasoning to predict the behaviour of simple programs</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Introduces coding, builds on experiences of giving and following instructions. This unit will be built on in the Year 2 'Coding' unit.</p>
<p>Spreadsheets</p> <ul style="list-style-type: none"> • Introduction to Spreadsheets • Adding Images • Using the 'Speak' and 'Count' Tools 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>This introduction to spreadsheets will be built upon in year 2.</p>

Together, we can achieve anything!



	Technology Outside school <ul style="list-style-type: none"> • What is Technology? • Technology outside school 	<i>recognise common uses of information technology beyond school</i>	Builds on experiences of using technology in FS and earlier in Year 1 to understand what is meant by the term 'technology' and when we use technology. Prepares children for using a range of technology throughout their time in school and beyond.
Year 2	Coding <ul style="list-style-type: none"> • Algorithms • Collision Detection • Using a timer • Different Object types • Buttons 	<i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>use logical reasoning to predict the behaviour of simple programs</i> <i>Create and debug simple programs</i> <i>Use logical reasoning to predict the behaviour of simple programs.</i>	Builds on children's learning of algorithms and coding to make a program in year1, extending to add more features to their program.
	Online safety <ul style="list-style-type: none"> • Searching and Sharing • Email Using 2Respond • Digital Footprint 	<i>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</i>	Online safety knowledge is built upon, age appropriately, in each year group. Links to the PSED curriculum.
	Spreadsheets <ul style="list-style-type: none"> • Reviewing prior use of spreadsheets • Copying and Pasting • Totalling tools • Using a spreadsheet to add amounts • Creating a table and block graph 	<i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Build on experience of spreadsheets in Year 1.
	Questioning <ul style="list-style-type: none"> • Using and creating pictograms • Asking Yes/No questions • Binary Trees • 2Question: Binary Tree program 	<i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Links to Year 2 maths curriculum: "interpret and construct simple pictograms"

Together, we can achieve anything!



<ul style="list-style-type: none"> • 2Investigate: Non-binary Database 		
<p>Effective Searching</p> <ul style="list-style-type: none"> • Understanding the Internet and Searching • Searching the Internet • Sharing Knowledge of the Internet and Effective Searching 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content 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.</i></p> <p><i>Recognise common uses of information technology beyond school</i></p>	<p>Introduction to the internet and searching, builds on research done as a class in FS. Effective searching is built on further in Year 4.</p>
<p>Creating Pictures</p> <ul style="list-style-type: none"> • Introduction and Impressionism • Pointillist Art • Piet Mondrian • William Morris and Pattern • Surrealism and eCollage 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</i></p>	<p>Links to art curriculum: <i>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p>Builds on FS experiences using technology to draw and create pictures.</p>
<p>Making Music</p> <ul style="list-style-type: none"> • Introducing 2Sequence • Making Music • Soundtracks 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</i></p>	<p>Links to Music curriculum. Build on in Year 4 'Making Music' unit.</p>
<p>Presenting Ideas</p> <ul style="list-style-type: none"> • Presenting a Story Three Ways • Presenting Ideas as a Quiz • Making a Non-Fiction Fact File • Making a Presentation 	<p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Beginning to present in different ways using software on Purple Mash. This will be built on in Year 3, Presenting data using pie and bar graphs and making a presentation on Microsoft Powerpoint.</p>

Together, we can achieve anything!



Year 3	<p>Coding</p> <ul style="list-style-type: none"> Using Flowcharts Using Times Using Repeat Code, Test and Debug Design and Make an Interactive Scene 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p>Builds upon Year 2 coding, adding more features and building on debugging and problem solving skills.</p>
	<p>Online Safety</p> <ul style="list-style-type: none"> Safety in Numbers Fact or Fiction? Appropriate Content and Ratings 	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Online safety knowledge is built upon, age appropriately, in each year group.</p> <p>Links to the PSED curriculum.</p>
	<p>Spreadsheets</p> <ul style="list-style-type: none"> Creating Pie charts and Bar graphs Using 'more than' and 'spin' Button tools Advanced Mode and Cell Addresses 	<p><i>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.</i></p>	<p>Links to Year 3 maths curriculum "interpret and present data using bar charts"</p> <p>Builds on previous experiences of spreadsheets in Year 1 and Year 2 to use more tools.</p>
	<p>Touch-Typing</p> <ul style="list-style-type: none"> Home, Top and Bottom Row Keys Home, Top and Bottom Row Keys (consolidation) Left Keys Right Keys 	<p><i>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.</i></p>	<p>Builds on previous experiences of using keyboards. Prepares children for presenting information, writing for different audiences in Year 4 and word processing in Year 5.</p>
	<p>Email</p> <ul style="list-style-type: none"> Communication Composing Emails Using Email Safely: Part 1 Using Email Safely: Part 2 Attachments Email Simulations 	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Builds upon basic introduction to email using 2Respond in Year 2.</p>

Together, we can achieve anything!



	<p>Branching Databases</p> <ul style="list-style-type: none"> Introducing Databases Branching Databases Creating a branching database on the computer 	<p><i>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.</i></p>	<p>Builds on experience of grouping and sorting in Year 1 and questioning unit involving binary trees in Year 2. This will be built on in Year4 databases unit.</p>
	<p>Simulations</p> <ul style="list-style-type: none"> What are simulations? Exploring a Simulation Analysing and Evaluating a Simulation 	<p><i>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.</i></p>	
	<p>Graphing</p> <ul style="list-style-type: none"> Introducing 2Graph Using 2Graph to Solve an Investigation 	<p><i>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.</i></p>	
	<p>Presenting</p> <ul style="list-style-type: none"> Making a Presentation from a Blank Page Adding Media Adding Animation Presenting with Timings Create a Presentation 	<p><i>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.</i> <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Builds on Year 2 experience of presenting ideas.</p>
Year 4	<p>Coding</p> <ul style="list-style-type: none"> Design, Code, Test and Debug IF Statements Co-ordinates Repeat Until and IF/ELSE Statements Number Variables Making a Playable Game 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i> <i>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i> <i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> <i>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.</i></p>	<p>Builds upon Year 3 coding unit.</p>

Together, we can achieve anything!



<p>Online Safety</p> <ul style="list-style-type: none"> • Going Phishing • Beware Malware • Plagiarism • Healthy Screen-Time 	<p><i>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.</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Online safety knowledge is built upon, age appropriately, in each year group. Links to the PSED curriculum.</p>
<p>Spreadsheets</p> <ul style="list-style-type: none"> • Formula Wizard and Formatting Cells • Using the Timer and Spin Buttons • Line Graphs • Using a Spreadsheet for Budgeting • Exploring Place Value with a Spreadsheet 	<p><i>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.</i></p>	<p>Builds on learning of spreadsheets from previous years.</p>
<p>Writing for Different Audiences</p> <ul style="list-style-type: none"> • Font Styles • Using a Simulated Scenario to Produce a News Report • Writing for a Campaign 	<p><i>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.</i></p>	<p>Build on Year 2 experience of presenting information in different ways such as stories, fact file etc.</p>
<p>Logo</p> <ul style="list-style-type: none"> • Introduction to 2Logo • Creating Letters using 2Logo • Using the 'Repeat' Command in 2Logo • Using Procedures 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	
<p>Animation</p> <ul style="list-style-type: none"> • Animating an Object • 2Animate Tools • Stop Motion Animation 	<p><i>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.</i></p>	<p>Builds upon Year 2 experience of making an animated story book</p>

Together, we can achieve anything!



	<p>Effective Searching</p> <ul style="list-style-type: none"> Using a Search Engine Use Search Effectively to Answer Questions Reliable Information Sources 	<p><i>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.</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p>	Builds on Year 2 'Effective Searching' unit.
	<p>Hardware Investigators</p> <ul style="list-style-type: none"> Hardware Parts of a Computer 	<p><i>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.</i></p>	Builds on experiences using different technology across the previous years and tinkering in FS.
	<p>Making Music</p> <ul style="list-style-type: none"> Understanding Music Rhythm and Tempo Melody and Pitch Creating Music 	<p><i>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.</i></p>	Link to Music curriculum. Builds on Year 2 'Making Music' unit.
Year 5	<p>Coding</p> <ul style="list-style-type: none"> Coding Efficiently Simulating a Physical System Decomposition and Abstraction Friction and Functions Introducing Strings 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><i>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.</i></p>	Builds on coding knowledge and skills from year 4.
	<p>Online Safety</p> <ul style="list-style-type: none"> Responsibilities and Support when Online Protecting Privacy Citing Sources Reliability 	<p><i>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.</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	Online safety knowledge is built upon, age appropriately, in each year group. Links to the PSED curriculum.

Together, we can achieve anything!



<p>Spreadsheets</p> <ul style="list-style-type: none"> • Conversions of Measurements • The Count Tool • Formulae Including the Advanced Mode • Using Text Variables to Perform Calculations • Event Planning with a Spreadsheet 	<p><i>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.</i></p>	<p>Build on experiences of spreadsheets in previous years.</p>
<p>Databases</p> <ul style="list-style-type: none"> • Searching a Database • Creating a Class Database • Creating a Topic Database 	<p><i>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.</i></p>	<p>Builds on branching databases in Year 3</p>
<p>Game Creator</p> <ul style="list-style-type: none"> • Setting the scene • Creating the Game Environment • The Game Quest • Finishing and Sharing • Evaluation 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i> <i>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.</i></p>	<p>Builds on experience of making a game in the 'coding' unit in Year4.</p>
<p>3D Modelling</p> <ul style="list-style-type: none"> • Introducing 2Design and Make • Moving Points Designing for a Purpose • Printing and Making 	<p><i>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.</i></p>	
<p>Concept Maps</p> <ul style="list-style-type: none"> • Introduction to Concept Mapping • Using 2Connect • 2Connect Story Mode 	<p><i>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.</i></p>	

Together, we can achieve anything!



	<ul style="list-style-type: none"> Collaborative Concept Maps 		
	<p>Word Processing</p> <ul style="list-style-type: none"> Making a Document from a Blank Page Inserting Images Editing Images in Word Adding the Text Finishing Touches Presenting Information Using Tables Writing a Letter Using a Template Presenting Information - Newspaper 	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Consider links to English for writing a Letter and Newspaper Report.</p>
Year 6	<p>Coding</p> <ul style="list-style-type: none"> Designing and Making a More Complex Program Using Functions Flowcharts and Control Simulations User Input Using Text-based Adventures 	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Builds on coding knowledge and skills from Year 5.</p>
	<p>Online Safety</p> <ul style="list-style-type: none"> Message in a Game Online Behaviour Screen Time 	<p>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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Online safety knowledge is built upon, age appropriately, in each year group. Links to the PSED curriculum.</p>

Together, we can achieve anything!



<p>Spreadsheets</p> <ul style="list-style-type: none"> • Exploring Probability • Creating a Computational Model • Use a Spreadsheet to Plan Pocket Money Spending • Planning a School Event 	<p><i>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.</i></p>	<p>Builds on previous years experiences of spreadsheets.</p>
<p>Blogging</p> <ul style="list-style-type: none"> • What is a Blog? • Planning a Blog • Writing a Blog • Sharing Posts and Commenting 	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Builds on Year 4 experience of writing for an audience.</p>
<p>Text Adventures</p> <ul style="list-style-type: none"> • What is a Text Adventure? • Planning a Story Adventure • Making a Story-based Adventure Game • Introducing Map-based Text Adventures • Coding a Map-based Text Adventure 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><i>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.</i></p>	<p>Combines previous experiences of making games and stories from year 1 to 5.</p>
<p>Networks</p> <ul style="list-style-type: none"> • The World Wide Web and the Internet • Our School Network and Accessing the Internet • Research 	<p><i>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.</i></p>	<p>Builds on introduction to the internet in Year 1 and effective searching in Year 2 and Year 4. Builds on understanding of what a database is from the 'database' unit in Year 4.</p>

Together, we can achieve anything!



<p>Quizzing</p> <ul style="list-style-type: none"> • Introducing 2DIY • Using 2Quiz • Exploring Grammar Quizzes • A Database Quiz • Are you Smarter than a 10 (or 11) Year-Old? 	<p><i>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.</i></p>	<p>Builds on Year 2 questioning unit.</p>
<p>Understanding Binary</p> <ul style="list-style-type: none"> • What is Binary? • Counting in Binary • Converting from Decimal to Binary • Game States 	<p><i>Extension Topic.</i></p>	<p>Preparation for Year 7 Computing curriculum</p>
<p>Spreadsheets</p> <ul style="list-style-type: none"> • What is a Spreadsheet? • Basic Calculations • Modelling • Organising Data • Advanced Formulae and Big Data • Charts and Graphics • Using a Spreadsheet to Plan a Cake Sale • Using a Spreadsheet to Solve Problems 	<p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><i>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.</i></p>	<p>Build on experiences of spreadsheets in years 1 to 5.</p>

Together, we can achieve anything!