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			•		_		Use web search
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Year 2	Use of camera, I pads, photo apps E safety 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 on line technologies. Cycle A We are	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 on line technologies. Cycle A We are	identifying the small animals they find. They then organise the data they have collected, record it using a graphing package/link science and forest school E safety Use technologies safely and respectfully, keeping personal information private Cycle A We are TV	Create a talking book that they can share with others. E safety Use technologies safely and respectfully, keeping personal information private	Programming using Beebots app or Beebots.	can be organise/ link science habitats Cycle B We are Painters Illustrating an ebook /link to fairytales
	researchers Researching a topic	Celebrating Cycle B	Chefs Health and fitness link	We are games testers Working out the rules	astronauts Program a spaceship	Collectors Use web search
	online safely. Use of	We are Detectives	/ filming the steps of a	for games. Use of	to move around the	engines to collect
	Cycle B	Using data to solve	recipe.	Scratch , iPad, chrome	screen/link science	pictures of different
	We are	clues/ link to castles	Cycle B	books	topic on space	types of animals and
	photographers	E safety	We are Zoologists	Cycle B	Cycle B We are	then explore ways in
	Taking and editing	Use technology safely	Go on a bug hunt,	We are Storytellers	Treasure Hunters	which those pictures
	digital photographs	and	recording and	Create a talking book	Programming using	can be organise/ link
	Use of camera, I pads,	respectfully/keeping	identifying the small	that they can share	Beebots app or	science habitats
	photo apps	personal information	animals they find.	with others.	Beebots.	Cycle B We are
	E safety	private/ identify	They then organise	E safety		Painters
	Use technology safely	where to go for help	the data they have	Use technologies		Illustrating an ebook
	and	and support when	collected, record it	safely and		/link to fairytales
	respectfully/keeping personal information	they have concerns about content or	using a graphing package/link science	respectfully, keeping personal information		
	private/ identify	contact on the	and forest school	private		
	where to go for help	internet or other on	E safety	private		
	and support when	line technologies.	Use technologies			
	they have concerns		safely and			
	about content or		respectfully, keeping			

	contact on the		personal information			
	internet or other on		private			
	line technologies.					
Years	3 and 4 work in a 2 year cyc	le to ensure that all are	as are covered and top	ics are not repeated in y	ear 3 and 4 by the sa	me children
Year 3 / 4	Scratch Game-	Lego Spike Kits	Data Collection /	Search Engines	Communication	Video Editing
Cycle A	Multiplication	4.2 – We are	Presentation	3.5 – We are co-	(Dojo / Teams)	3.2 We are
	4.1 – We are	makers - Coding for	(weather)	<u>authors</u>	Band Runners -	presenters
	software	micro:bit	3.6 –we are opinion	Producing a wiki	Think you Know	Videoing (against
	developers	(Chromebooks,	pollsters. Maths	(mini wikipedia'		green screen) Saxon
	creating a simple	Microsoft	link – collecting and	(Google,		themed Kenning
	educational game -	MakeCode for the	analysing data –	chromebooks)		Poem performance
	Maths game – link	micro:bit (online),	(google forms /	<u>Cultural Capital</u> :		(movie maker /
	to times tables	BBC micro:bits if in	sheets / slides /	Jimmy Wales -		iMovie / ipad)
	(Scratch /	stock)	drive)	launched Wikipedia		Cultural Capital:
	Chromebooks)	<u>Cultural Capital</u> :	<u>Cultural Capital</u> :	Jan 15th, 2001		Green screens were
	<u>Cultural Capital</u> : Life	The evolution of	-To understand	-To understand the		originally blue
	as a software	robotics	some elements of	conventions for		when chroma
	developer	-To know the input –	survey design	collaborative online		keying was first
	-To develop an	process – output	-To understand	work, particularly in		used in 1940 by
	educational	model of	some ethical and	wikis		Larry Butler on The
	computer game	computation	legal aspects of	-To be aware of		Thief of Baghdad –
	using selection and	-To know the inputs	online data	their responsibilities		which won him the
	repetition	and outputs	collection	when editing other		Academy Award for
	-To understand and	available on a BBC	-To use the Internet	people's work		special effects.
	use variables	micro:bit	to facilitate data	-To become familiar		
	-To start to debug	-To program using	collection	with Wikipedia,		-To develop their
	computer programs	the MakeCode block	-To gain skills in	including potential		web-based research
	-To recognise the	based environment	using charts to	problems associated		skills
	importance of user	-To test and debug	analyse data	with its use		-To structure,
	interface design,	programs they	-To gain skills in	-To practise their		prepare and deliver
	including	write, using an on-	interpreting results.	research skills		a talk about a given
	consideration of	screen simulator	<u>Esafety</u>			topic or subtopic
	input and output.	and the micro:bit				studied in another

How to convert and	- Use technology	-To write for a	curriculum area - To
transfer a program	safely and	target audience	record a piece to
written on screen to	respectfully.	using a wiki tool	camera
the micro:bit.	-Keeping personal	-To develop	-To edit a movie
the inicio.sic.	information private.	collaboration skills	using static images
	-Identify where to	-To develop	and green screen
	go for help and	proofreading skills.	footage
	support when they	Esafety	-To give
	have concerns	- Use technology	constructive, critical
	about content or	safely and	feedback on
	contact on the	respectfully.	recorded
	Internet or other	' '	presentations.
		-Keeping personal	•
	online technologies.	information private.	-Resources needed
	4.6 – We are	-Identify where to	to support the
	meteorologists –	go for help and	teaching of this unit:
	presenting the	support when they	Green fabric i-
	weather (Google	have concerns	pads/recording
	Sheets and slides /	about content or	equipment/ unable
	Chromebooks)	contact on the	to upload videos to
	<u>Cultural Capital</u> :	Internet or other	<u>i-Movie.</u>
	Meteorologist	online technologies.	Esafety
	Michael Fish		- Use technology
	-To understand		safely and
	different		respectfully.
	measurement		
	techniques for		
	weather – both		
	analogue and digital		
	- To use computer-		
	based data logging		
	to automate the		
	recording of some		
	weather data		

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			-To use			
			spreadsheets to			
			create charts			
			-To analyse data,			
			explore			
			inconsistencies in			
			data and make			
			predictions			
			-To practise using			
			presentation and			
			video software.			
Year 3/4 Cycle B	Scratch animation	Scratch Bug fixing	Data Collection	Digital Music	How the Internet	Vlog – The Romans
	3.1 – We are	4.5 – We are artists	(Chocolate)	4.3 – We are	Works	4.4 – We are
	programming	 Fusing geometry 	3.6 –we are opinion	musicians –Creating	Band Runners –	bloggers – Sharing
	Scratch animation	and art (Inkscape,	pollsters. Maths	a piece of music in	Think you Know	experiences and
	linked to Theseus	Scratch,	link – collecting and	GarageBand - link	3.4 – We are who	opinions (Audacity,
	and the Minotaur	Chromebooks) - link	analysing data –	with science unit of	we are - Creating	iMovie, Camera app
	(Chromebooks)	with RE - Islamic-	(google forms /	sound. (iPads,	presentations about	(Chromebooks,
	<u>Cultural Capital</u> :	style art	sheets / slides /	headphones,	ourselves (Google	digital cameras /
	Safe Search kids /	<u>Cultural Capital</u> : Art	drive)	instruments,	slides, audacity,	iPads)
	Google custom	of Vector Graphics	<u>Cultural Capital</u> :	Chromebooks)	chromebooks)	Cultural Capital:
	search	and Turtle Graphics.	-To understand	Cultural Capital:	<u>Cultural Capital</u> :	UK Children's
	-To plan and create	Artist Bridget Riley	some elements of	The life of a digital	-To understand the	reading blogs
	an algorithm for an	-To develop an	survey design	musician	conventions for	(https://fatherreadi
	animated scene in	appreciation of the	-To understand	Chris Montan -	collaborative online	ng.
	the form of a	links between	some ethical and	"musical supervisor	work, particularly in	wordpress.com/)
	storyboard	geometry and art	legal aspects of	of the decade" in	wikis	(https://librarygirlan
	-To write a program	-To become familiar	online data	1997 for his work on	-To be aware of	<u>d</u>
	in Scratch to create	with the tools and	collection	such soundtracks as	their responsibilities	bookboy.com/)
	the animation,	techniques of a	-To use the Internet	"The Little	when editing other	-To become familiar
	including characters,	vector graphics	to facilitate data	Mermaid," "Beauty	people's work	with blogs as a
	dialogue, costumes,	package	collection	and the Beast,"	-To become familiar	medium and a
					with Wikipedia,	genre of writing

backdrops and	-To develop an	-To gain skills in	-To create a	including potential	-To create a
sound	understanding of	using charts to	repeating	problems associated	sequence of blog
-To review their	turtle graphics	analyse data	percussion rhythm	with its use	posts on a theme
animation programs	-To experiment with	-To gain skills in	-To play music using	-To practise their	-To incorporate
and correct	the tools available,	interpreting results.	virtual instruments	research skills	additional media
mistakes	refining and	<u>Esafety</u>	To compose or edit	-To write for a	-To comment on
	developing their	- Use technology	tunes using the	target audience	the posts of others
	work as they apply	safely and	piano roll (pitch and	using a wiki tool	-To develop a
	their own criteria to	respectfully.	duration) tool	-To develop	critical, reflective
	evaluate it and	-Keeping personal	-To perform	collaboration skills	view of a range of
	receive feedback	information private.	electronic music	-To develop	media, including
	from their peers	-Identify where to	using pre-recorded	proofreading skills.	text.
	-To develop some	go for help and	loops and create	Esafety	Esafety
	awareness of	support when they	their own loops	- Use technology	- Use technology
	computer-generated	have concerns	-To create a multi-	safely and	safely and
	art.	about content or	track composition or	respectfully.	respectfully.
		contact on the	performance using	-Keeping personal	-Keeping personal
		Internet or other	multiple	information private.	information private.
		online technologies.	instruments	-Identify where to	-Identify where to
			-To give feedback to	go for help and	go for help and
			others on their	support when they	support when they
			compositions and	have concerns	have concerns
			performances.	about content or	about content or
			Esafety	contact on the	contact on the
			- Use technology	Internet or other	Internet or other
			safely and	online technologies.	online technologies.
			respectfully.		
			-Keeping personal		
			information private.		
			-Identify where to		
			go for help and		
			support when they		
			have concerns		

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				about content or		
				contact on the		
				Internet or other		
				online technologies.		
Year 5	5.5 – We are	5.2 – We are	5.3 We are	5.6 - We are VR	5.1 - We are game	5.4 – We are web
	adventure gamers	cryptographers –	architects	Designers –	developers –	developers Making
	Creating an	Cracking codes	Creating a virtual	Experimenting with	developing an	sense of the
	<u>interactive</u>	(Chromebooks,	space - (sketch Up,	virtual and	interactive game –	Internet and
	adventure using	Scratch)	Chromebooks)	augmented reality	(Scratch,	building a website
	presentation	Hour of Code	Cultural Capital :	(Google Street View,	chromebooks)	(Google Chrome,
	software (Google	<u>Cultural Capital</u> :	Exploring Co-Spaces	Google Maps app,	<u>Cultural Capital</u> : Life	Google Sites,
	Slides, voice	Two great pre-	Norman Foster -	GarageBand or	as a game developer	Chromebooks)
	recorder,	World War II	Architect for 'The	voice recorder,	-To create original	Cultural Capital:
	chromebooks or	women	Gherkin'	iPads)	artwork and s1ound	Computer scientists
	iPads)	cryptologists were	-To understand the		for a game	Vinton Cerf and Bob
	Egyptians Topic	Agnes Meyer	work of architects,		-To design and	Kahn are credited
	<u>Cultural Capital</u> :	Driscoll and	designers and	<u>Cultural Capital</u> : Life	create a computer	with inventing the
	-To plan a non-linear	Genevieve Grotjan	engineers working	as a VR designer	program for a	Internet
	presentation	Feinstein	in 3-D	-To explore real-	computer game,	-To know the name
	-To create text as	Code breaking -	-To develop	world and imagined	which uses	and function of
	part of a	morse code	familiarity with a	locations in VR	sequence, selection,	components making
	presentation	-To be familiar with	simple CAD tool	-To create 360°	repetition and	up the school's
	-To add and edit	semaphore and	-To develop spatial	photosphere images	variables	network
	images in a	Morse code	awareness by	-To link physical	-To detect and	-To know how
	presentation	-To understand the	exploring and	objects to digital	correct errors in	information is
	-To use hyperlinks	need for private	experimenting with	content using QR	their games	passed between the
	for navigation	information to be	a 3-D virtual	codes	-To use iterative	components that
	between the slides	encrypted	environment	-To create their	development	make up the
	of a presentation	-To encrypt and	-To develop greater	own VR scene	techniques.	Internet
	-To record and add	decrypt messages in	aesthetic	-To program		-To know what the
	audio narration to a	simple ciphers	awareness.	objects and		source code for a
	presentation	-To appreciate the		interactions in VR.		web page looks like
		need to use		Esafety		

	-To use commenting	complex passwords		- Be discerning in		and how it can be
	tools to give	and to keep them		evaluating digital		edited
	feedback on a	secure		content		-To know how a
	presentation.	-To have some				website can be
		understanding of				structured
		how encryption				-To know how to
		works on the				add content to a
		Internet				web page.
		Esafety				Esafety
		- Recognise				- Recognise
		acceptable/unaccep				acceptable/unaccep
		table behaviour.				table behaviour.
		- Know a range of				- Know a range of
		ways to report				ways to report
		concerns and				concerns and
		inappropriate				inappropriate
		behaviour.				behaviour.
		- Understand the				- Be discerning in
		opportunities				evaluating digital
		networks offer for				content.
		communication and				- Understand the
		collaboration				opportunities
						networks offer for
						communication and
						collaboration.
Year 5 / 6 Split Class	5.3 We are	5.1 - We are game	5.2 – We are	5.6 - We are VR	5.5 – We are	5.4 – We are web
	architects	developers –	cryptographers –	Designers –	adventure gamers	developers Making
	Creating a virtual	developing an	Cracking codes	Linked to Geography	Creating an	sense of the
	space - (sketch Up,	interactive game –	(Chromebooks,	Experimenting with	interactive	Internet and
	Chromebooks)	(Scratch,	Scratch)	virtual and	adventure using	building a website
	<u>Cultural Capital</u> :	chromebooks)	Hour of Code	augmented reality	presentation	(Google Chrome,
	Exploring Co-Spaces			(Google Street View,	software (Google	

No	orman Foster -	<u>Cultural Capital</u> : Life	<u>Cultural Capital</u> :	Google Maps app,	Slides, voice	Google Sites,
Arc	chitect for 'The	as a game developer	Two great pre-	GarageBand or	recorder,	Chromebooks)
	Gherkin'	-To create original	World War II	voice recorder,	chromebooks or	Internet Safety
-То	understand the	artwork and s1ound	women	iPads)	iPads)	Cultural Capital:
work	k of architects,	for a game	cryptologists were	,	Anglo Saxons links	Computer scientists
desig	gners and	-To design and	Agnes Meyer	<u>Cultural Capital</u> : Life	<u>Cultural Capital</u> :	Vinton Cerf and Bob
engir	neers working	create a computer	Driscoll and	as a VR designer	-To plan a non-linear	Kahn are credited
in 3-I	D	program for a	Genevieve Grotjan	-To explore real-	presentation	with inventing the
-То	develop	computer game,	Feinstein	world and imagined	-To create text as	Internet
famil	liarity with a	which uses	Code breaking -	locations in VR	part of a	-To know the name
simp	ole CAD tool	sequence, selection,	morse code	-To create 360°	presentation	and function of
-То	develop spatial	repetition and	-To be familiar with	photosphere images	-To add and edit	components making
awar	reness by	variables	semaphore and	-To link physical	images in a	up the school's
explo	oring and	-To detect and	Morse code	objects to digital	presentation	network
expe	erimenting with	correct errors in	-To understand the	content using QR	-To use hyperlinks	-To know how
a 3-D	O virtual	their games	need for private	codes	for navigation	information is
envir	ronment	-To use iterative	information to be	-To create their	between the slides	passed between the
-To (develop greater	development	encrypted	own VR scene	of a presentation	components that
	aesthetic	techniques.	-To encrypt and	-To program	-To record and add	make up the
	awareness.		decrypt messages in	objects and	audio narration to a	Internet
			simple ciphers	interactions in VR.	presentation	-To know what the
			-To appreciate the	Esafety	-To use commenting	source code for a
			need to use	- Be discerning in	tools to give	web page looks like
			complex passwords	evaluating digital	feedback on a	and how it can be
			and to keep them	content	presentation.	edited
			secure			-To know how a
			-To have some			website can be
			understanding of			structured
			how encryption			-To know how to
			works on the			add content to a
			Internet			web page.
			<u>Esafety</u>			<u>Esafety</u>

			- Recognise			- Recognise
			acceptable/unaccep			acceptable/unaccep
			table behaviour.			table behaviour.
			- Know a range of			- Know a range of
			ways to report			ways to report
			concerns and			concerns and
			inappropriate			inappropriate
			behaviour.			behaviour.
			- Understand the			- Be discerning in
			opportunities			evaluating digital
			networks offer for			content.
			communication and			- Understand the
			collaboration			opportunities
						networks offer for
						communication and
						collaboration.
Year 6	6.1 – We are toy	6.2- We are	6.5 we are	6.4 - We are	6.3 – We are	6.6 – We are Al
	makers - Coding	computational	advertisers	connected –	publishers –	(Artificial
	and physical	thinkers -	Creating a short	Developing skills for	Creating a yearbook	Intelligence)
	computing	Mastering	television advert	social media (Padlet	or magazine	developers Artificial
	(MakeCode,	algorithms for	(iMovie,	or google classroom	(Google docs,	intelligence and
	chromebooks, BBC	searching, sorting	chromebooks,	- as a blogging	digital cameras or	machine learning
	micro:bits)	and maths (google	digital	platform,	iPads,	(Scratch, audacity,
	<u>Cultural Capital</u> :	maps, scratch,	cameras/tablets)	chromebooks or	chromebooks)	google chrome,
	BBC - The micro:bit	chromebooks or	<u>Cultural Capital</u> : Life	ipads)	<u>Cultural Capital</u> : Life	chromebooks,
	was originally	ipads)	as an Advertising	<u>Cultural Capital</u> : UK	as a Publishing	ipads)
	created by the BBC	<u>Cultural Capital</u> :	Executive	Children's reading	Executive	<u>Cultural Capital</u> :
	in collaboration	Gottfried Wilhelm	-To think critically	blogs	-To manage or	Meet Sophia,
	with 29 other	Leibniz - Binary code	about how video is	(https://fatherreadi	contribute to large	World's First AI
	leaders in business	is the language of	used to promote a	ng.	collaborative	Humanoid Robot -
	and academia as	computers and	cause	wordpress.com/)	projects, facilitated	She became a
	part of the BBC's	electronic devices.		(https://librarygirlan	using online tools	citizen of Dubai in
		The use of binary		<u>d</u>		2017

Make It Digital	numbers date back	-To storyboard an	bookboy.com/)	-To write and	Meet Sophia,
initiative	to ancient Egypt,	effective advert for	-To know about	review content	World's First Al
-To understand how	but it was 17th-	a cause	appropriate rules or	-To source digital	Humanoid Robot
computers use	century philosopher	-To work	guidelines for a civil	media while	Tony Robbins
stored programs to	and mathematician,	collaboratively to	online discussion	demonstrating safe,	-To know how
connect input to	Gottfried Wilhelm	shoot original	-To know how	respectful and	decision trees can
output	Leibniz, who created	footage and source	search results are	responsible use	be trained
-To understand how	the current binary	additional content	selected and ranked	-To design and	automatically to
to generate and	number system	-To acknowledge	-To know how to	produce a high-	classify data
evaluate designs in	used today	intellectual property	argue their point	quality print	-To know how
response to a brief	-To develop the	rights	effectively,	document.	speech recognition
-To plan a complex	ability to reason	-To work	supporting their	Esafety	works
project by	logically about	collaboratively to	views with sources	Use technology	-To know how a
decomposing it into	algorithms	edit the assembled	-To know how to	safely, respectfully	neural net
smaller parts	- To understand	content to make an	counter someone	and responsibly.	recognises images
-To work with	how some key	effective advert.	else's argument	Be discerning in	To train a neural net
physical	algorithms can be	<u>Esafety</u>	while showing	evaluating digital	to classify images
components of a	expressed as	Use technology	respect and	content.	-To train a machine
system	programs	safely, respectfully	tolerance	Understand the	learning system to
-To understand how	-To understand that	and responsibly.	-To know how to	opportunities	identify sentiments
to design and write	some algorithms are	Recognise	judge the reliability	networks offer for	-To consider some
a program for an	more efficient than	acceptable/unaccep	of an online source	communication and	ethical principles in
embedded system	others for the same	table behaviour.	-To know some	collaboration.	designing AI
-To use criteria to	problem	know a range of	strategies for		systems.
provide others with	- To understand	ways to report	dealing with online		
feedback on their	common algorithms	concerns and	bullying.		
work.	for searching and	inappropriate	Esafety		
	sorting a list.	behaviour.	Use technology		
		Be discerning in	safely, respectfully		
		evaluating digital	and responsibly.		
		content.	Recognise		
			acceptable/unaccep		
			table behaviour.		

know a range of
ways to report
concerns and
inappropriate
behaviour.
Be discerning in
evaluating digital
content.
Understand the
opportunities
networks offer for
communication and
collaboration.