	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Pre-School No KAPOW units for Pre-school. **Summer 2** children will begin to explore pre learning for the Reception units	Settling in Green Screen throughout the year to enhance learning		Using a computer Locate keyboard Use mouse 2Simple to mark make Online Safety	Using a computer Locate keyboard Use mouse 2Simple to mark make	Bee Bots Children play with the Beebots and begin to explore programming using the different BeeBot mats in play	Data Simple pictograms on children's favourite foods etc Online Safety
Reception	**Settling in**	**Using a Computer** Learn what a keyboard is and how to locate relevant keys. Learn how to log in and log out. Understand why we need to log in and out. Develop basic mouse skills such as moving and clicking. Use a simple online paint tool to create digital art. Characteristics of Effective Learning Playing and exploring Active learning	**All About Instructions** Follow instructions as part of practical activities and games and learn to debug when things go wrong. Learn to give simple instructions. Learn that an algorithm is a set of instructions to carry out a task, in a specific order. Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Characteristics of Effective Learning Active learning Creating and thinking critically	**Programming Bee-Bots** Understand the meaning of directional arrow and follow a simple sequence of instructions. Experiment with programming a Bee-bot. Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary Learn how to give simple commands. Learn to debug instructions, with the help of an adult, when things go wrong. Learn that an algorithm is a set of instructions to carry out a task, in a specific order. Follow an algorithm as part of an unplugged game.	**Exploring Hardware** Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognise that a range of technology is used in places such as homes and schools. Operate a camera and/or iPad and use it to take photographs. Characteristics of Effective Learning Playing and exploring Active learning	**Introduction to data** Understand how to sort and categorise objects. Explain how items have been sorted and categorised. Explore and understand the concept of branch databases. Understand how to represent data in a pictogram. Understand how to read a simple pictogram. Characteristics of Effective Learning

		Creating and thinking critically		Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically		Playing and exploring Active learning Creating and thinking critically
Personalisation and Subject Links	Online Safety – discussions and examples based around personal experiences when appropriate. *ONGOING EACH TERM.*	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.
Key Vocabulary		Computer, laptop, keyboard, mouse, screen, left click, right click, cursor, log in/out, move, digital art,	Debug, instruction, algorithm, hardware, predict, sequence, order	Bee bot , Journey, command, algorithm, instruction, experiment, debug	Camera, iPad, Tablet, Lens Point, Shoot, Capture, Picture Image, Gallery, Record, Photograph, Photographer Still, Blurred, Blurry, Crisp, Clear, Selfie	Sort, Categorise, Category, Group, Describe, pictogram, data, database
Year 1	**Getting Started** 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. **Online Safety (4 Lessons)** Discuss what the internet is and how it can be used.	**Digital Imagery** 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. **Online Safety** Discuss what the internet is and how it can be used.	**Introduction to Data** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. **Online Safety** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other.	**Programming- Beebots** Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are. **Online Safety** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other.	**Algorithms- unplugged** Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. **Espresso Coding**	**Rocket to the Moon** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

	Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not.	Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not	Identify which information is appropriate to share and post online and which is not	Identify which information is appropriate to share and post online and which is not		
Personalisation and Subject Links	Children to take photos of how they use technology in the home. Online Safety – discussions and examples based around personal experiences when appropriate. *ONGOING EACH TERM.* *Art & Design, Maths*	Using the talking app to make photos from the Fire of London talk. Characters talking about what is happening. *English, history*	Link to Minibeasts and weather in our local area. *Science Maths*	Asking children to create story maps linking to their English work and Traditional Tales. *English*		*Science DT Maths History*
Key Vocabulary	Purpose Online tools Communication Rules online Private information Photos Technology	Photo story Editing Filter Search engine Text	Data Pictogram Chart Information database	Buttons Instructions Robots Patterns Program Navigate	Algorithm Instructions Input/ output Siri	Keyboard Keys Type Sequence
Year 2	**What is a Computer?** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by	**Word Processing and online safety** Use technology purposefully to create, organise, store,	**International Space Station** Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Programming: Espresso Coding** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs	**Algorithms and debugging: Espresso Coding** Understand what algorithms are; how they are implemented as	**Stop Motion** Recognise common uses of technology beyond school. Pupils create simple animations,

following precise and unambiguous instructions

Children explore exactly what a computer is, identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention

Online Safety (5 Lessons)

Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not. | manipulate and retrieve digital content

Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online

Online Safety

Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not. | Building on their understanding of how computers sense the world around us, pupils learn how data is collected, used and displayed to keep astronauts safe on board the ISS

Online Safety

Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not. | execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Online Safety

Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not. | programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Online Safety

Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online | storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software |

					information is reliable or not.	
Personalis ation and Subject Links	Collaborative learning: collect examples of technology around school. Inventions link to children's interests each cohort. Online Safety – discussions and examples based around personal experiences when appropriate. *ONGOING EACH TERM.*	Green screen to be used this half-term for Christmas play History: digital art-poppies	DT and History: design a lunar buggy linking to ISS unit Safer Internet Day	PSHE: internet safety	Science: create pictograms for minibeast habitats in our local area.	*English: storyboard for the Marvellous Fluffy Squishy Itty Bitty* Discuss how technology is used in our local area.
Key Vocabular y	Input Output Uses Laptop Mouse Keyboard Screen	Touch type Word processing Storing information Keyboard shortcuts Edit Copy & paste Online Safety	Data collection Mouse skills Keyboard skills Sensor monitors Algorithm Data	Programming Forward Backward Right angle turn Sequence Debug Predict Algorithm	Programming Forward Backward Right angle turn Sequence Debug Predict Algorithm	Animation Storyboard Frames Film Models
Year 3	**Journey inside a computer** Design, write and debug programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors. **Online Safety (4 Lessons)** Add text between the heading and paragraph tags.	**Emailing** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Use technology safely, respectfully and	**Top Trumps Databases** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. **Online Safety** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page.	**Programming- Espresso Coding** Design, write and debug programs. 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. **Online Safety**	**Espresso Coding.** Design, write and debug programs. 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	**Networks** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. **Digital Literacy** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in

	Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	responsibly; recognise acceptable/unacceptable behaviour **Online Safety** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	to detect and correct errors. .	evaluating digital content
Personalisation and Subject Links	Journey into a Computer: Meet My Brain *PSHE* ==Power point used for making posters of National Parks and countryside.== ==Digi maps.== *Geography* ==Local area.==	Email: Christmas messages to one another. *Religious Education* *English*	Databases: Use names of Celtic tribes. *History*			Digital Literacy: Plants and flowers presentation *Science* Research Romans using the internet. *History* ==Digi maps local area.== *Geography.*

Key Vocabulary	Instruction Input/output Algorithm Purpose Hard drive Component	Email Attachment Features Online responsibility Cyberbullying Spam Junk Phishing	Sequence Instruction Debugging Test and improve Commands Programming	Databases Records Fields Data Digital database Sort and filter	Storyboard Photos Multimedia Presentation Voiceover Transition styles	Network Device Wireless Journey Operations
Year 4	**Collaborative Learning** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	**Website Design** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	**Programming 1 Further Coding *(Espresso Coding)*** Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating. Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. Understand what a variable is and how to use the 'say' and 'ask' blocks. Create a variable and be able to use a variable to record a score. Understand what a variable is and how it works within a program.	**HTML** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage. **Online Safety** Describe how to search over multiple platforms and	**Investigating Weather** Understanding why some sources are more trustworthy than others. Understanding the role of inputs and outputs in computerised devices. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online.	**Programming 2 Computational Thinking *(Espresso Coding)*** Understand that problems can be solved more easily using computational thinking. Understand what the different code blocks do and create a simple game. Understand the terms 'pattern recognition' and 'abstraction' and how they help to solve a problem. Create a Scratch program which draws a square and

methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	**Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	at least one other shape. Understand how computational thinking can help to solve problems and apply computational thinking to problems they face. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative

						distractions of using technology and small strategies on how to reduce the amount of time spent on technology.
Personalis ation and Subject Links	Collaborative learning: Creating forms based on electricity. Presenting findings on excel. *Science* Online Safety – links to searching for products the children want to buy online.	Website Design: Create a sway linking to London Plague and/or local rivers. *History & Geography.* Online Safety – links to searching for products the children want to buy online.	Online Safety– Fact, opinion or belief. Children link to their own experiences of this online.	HTML: Hacking websites of interest to children.	Weather: Weather in our local area. *Science and Geography.*	Online Safety – Techtimetable. What does YOUR timetable look like at home?
Key Vocabular y	Collaborative work Google Docs Presentation Create Google forms Data Spreadsheet	Google sites Features Review Showcase Webpage Site link	Websites Data transfer Network Connected Routers Encoded	HTML Code Content Layout Fake news Text image	Data Spreadsheet Design Gather Search engine Green screen	Abstraction Algorithm design Decomposition Pattern recognition
Year 5	**Creating media: Stop motion animation** Using keywords and phrases, identifying inaccurate information, learning page rank works as well. These lessons are available for both Microsoft and Google schools. **Online Safety** Understand that passwords need to be	**Sonic Pi Music** Design, write and debug programs. 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	**Micro:bit** Design, write and debug programs. 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.	**Search Engines** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour	**Mars Rover 1** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services,	**Mars Rover 2** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they

strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	and to detect and correct errors. **Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	**Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	**Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	such as the world wide web. **Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	can provide multiple services, such as the world wide web. **Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.

Personalisation and Subject Links	*ONGOING EACH TERM.* *Science and Geography*	*Reading* *Music*			**GREEN SCREEN to be used this half term**	
Key Vocabulary	Online safety Danger Stop motion Animation Storyboards Editing	Sonic Pi Debugging Programming Loops Adapting	BBC micro: bit Programming Algorithm Polling programme Animation Debugging	Research Accurate information Fake information Relevant Canva Web index Page rank Web crawlers	Data Data transfer Binary code Random access memory Robot Programming	Pixel Digital image RAM ROM 3D design
Year 6	**Bletchley Park** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. 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 on a range of digital	**Bletchley Park (Cont)** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. 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 on a range of digital	**Big Data 1** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can	**Big Data 2** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can	**Coding** Design, write and debug programs. 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	**Coding** Design, write and debug programs. 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

devices to design and create a range of programs, systems and content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.	devices to design and create a range of programs, systems and content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.	provide multiple services, such as the world wide web. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and	provide multiple services, such as the world wide web. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and	to detect and correct errors. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the	work and to detect and correct errors. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of.

	Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	understand why it is important to keep their software updated.	understand why it is important to keep their software updated.	devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.
Personalisation and Subject Links	*History Maths* <mark>Online Safety – discussions and examples based around personal experiences when appropriate.</mark> *ONGOING EACH TERM.*	*English*	*Science*		*Art & Design Maths*	

Key Vocabulary	Code breaking Password hacking Enigma code Secure Password Digital literacy	Radio play Record & edit Console Mobile phone design	Barcode QR code Infrared waves Data transmission RFID	Data transfers Wifi Mobile data Big data privacy	Create Design Loops Nested loops Text based programming	Design Evaluate Debug Software Website Advert