NORTHWOOD
PRIMARY SCHOOL

COMPUTING CURRICULUM OVERVIEWS AND SEQUENCING

Long Term Curriculum Map 2024-2025

2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Digital Literacy					
	Information Technology – using devices	Information Technology - Pages	Information Technology – keynote	Computer Science – Scratch Jr	Computer Science – Scratch Jr	Information Technology - iMovie
Year 2	Digital Literacy					
	Information Technology – using devices (revisit of learning)	Information Technology - Pages	Information Technology – keynote	Computer Science – Scratch	Computer Science – Scratch	Information Technology - iMovie
Year 3	Digital Literacy					
	Information Technology - Pages	Information technology – Clips	Computer Science - Scratch	Information Technology – keynote	Information technology - Numbers	Information Technology - iMovie
Year 4	Digital Literacy					
	Computer Science - Scratch	Information Technology - Pages	Information technology – Clips	Information Technology – keynote	Information technology - Numbers	Information Technology - iMovie
Year 5	Digital Literacy					
	Computer Science - Scratch	Information Technology - Pages	Information technology – Clips	Information Technology - iMovie	Information technology - Numbers	Information Technology – keynote
Year 6	Digital Literacy					
	Computer Science - Scratch	Information Technology - Pages	Information technology – Clips	Information Technology – keynote	Information technology - Numbers	Information Technology - iMovie

Digital literacy is a key thread which should be continuous throughout the year. Some aspects of digital literacy will require a full, explicit lesson. However, other aspects may be taught as a lesson starter, within an information technology or computer science lesson.

Key Substantive Concepts and Knowledge

2024-2025	Digital Literacy	Information Technology	Computer Science
Nursery **Reception**	**Self-image & identity** • Recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed, or upset. **Privacy & security** • Identify some simple examples of personal information (e.g., name, address, age, locations). • Can describe who would be trustworthy to share this information with. • I can explain why they are trusted. **Online bullying** • Describe ways that some people can be unkind online. • Offer examples of how this can make others feel. **Online relationships** • Recognise some ways in which the internet can be used to communicate. • Give examples of how I might use technology to communicate with people I know. **Copyright & ownership** • I know that work I create belongs to me. • I can name my work, so it belongs to me.	• I know how to play on a touch screen game and use computers/keyboards/mouse in role play • I know how to type letters with increasing confidence using a keyboard and tablet. • I know how to dictate short, clear sentences into a digital device. • I know how to identify a chart. • I know how to sort physical objects, take a picture and discuss what I have done. • I know how to present simple data on a digital device. • I know how to record my voice over a picture. • I know how to create a simple digital collage. • I know how to move and resize images with my fingers or mouse • I know the difference between a photography and video. • I know how to record a short film using the camera • I know how to record and play a film • I know how to watch films back. • I know how to take a photograph • I know how to take a photograph and use it in an app • I know how to record sounds with different resources • I know how to find ways to change your voice (tube, tin can, shouting to create an echo) • I know how to record sounds/voices in storytelling and explanations	• I begin to understand an algorithm is a sequence of instructions or set of rules to get things done. (Algorithms) • I know how to follow a simple algorithm by responding to oral instructions. (Algorithms) • I can begin to make my own simple algorithms by sequencing actions. (Algorithms) • I can start to explain my thought process and justify my decisions. (Logical reasoning) • I can explain what is the same and what is different • I can learn how digital toys and apps work through exploration (Tinkering) • I can input more than one command into a programmable toy or simple app • I can input a sequence of commands into a programmable toy or simple app • I fix things through trial and error (Debugging) • I can fix things and explain my approach (Debugging) • I know that machines and computers can be used to perform tasks. I know interact with simple AI such as Siri and dictation.
	Digital Literacy statements are colour coded blue and green. Blue statements are aspect of digital literacy that must be taught across the year within computing lessons. Statements that are coded green will be covered within the PSHE aspect of the curriculum.		
Year 1	**Self-image & identity** • Recognise that there may be people online who could make me feel sad, embarrassed or upset **Online relationships** • Can recognise some ways in which the internet can be used to communicate **Online reputation** • Recognise that information can stay online and could be copied • Describe what information I should not put online without asking a trusted adult first **Managing online information** • Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.	**Pages** • open a document • name a document • Add text • Can use undo **Keynote** • Open a new document • Name a new document • Add text • Add slides	**Scratch Jr** • Add a sprite • Add a background (stage) • Make a sprite move • Add a sound

	- Know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened **Health, wellbeing & lifestyle** - Explain rules to keep myself safe when using technology both in and beyond the home **Privacy & security** - Recognise detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). **Copyright & ownership** - Say why it belongs to me (e.g. I designed it/I filmed it) - Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content) - Understand that work created by others does not belong to me even if I save a copy,	**iMovie** - Open a new movie - Name a new movie - Add still images to timeline using the photo app	
Year 2	**Self-image & identity** - Explain how other people may look and act differently online and offline **Online relationships** - Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email/gaming) - Explain who I should ask before sharing things about myself or others online - Identify who can help me if something happens online without my consent **Online reputation** - Describe how anyone's online information can be seen by others - Know who to talk to if something has been put online without consent or if its incorrect **Online bullying** - Explain what bullying is, how people may bully others and how bullying can make someone feel - Explain why anyone who experiences bullying is not to blame - Talk about how anyone experiencing bullying can get help **Managing online information** - Use simple keywords in search engines - Demonstrate how to navigate a simple webpage to get information I need **Health, wellbeing & lifestyle** - Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment **Privacy & security** - Explain how passwords can be used to protect information, accounts and devices - Explain and give examples of what is meant by; private' and 'keeping things private' - Describe and explain rules for keeping personal information private **Copyright & ownership** - Recognise that content on the internet may belong to other people - Describe why other people's work belongs to them	**Using devices** - Can use the camera to take a photo - Can alternate between photo and video on the camera - Can find photos/videos - Can find an app requested by an adult with efficiency (using search bar) - Can type using the iPad keyboard with increasing efficiency **Pages** - open a document - name a document - Add text - Can use undo **Keynote** - Open a new document - Name a new document - Add text - Add slides **iMovie** - Open a new movie - Name a new movie - Add still images to timeline using the photo app	**Scratch** - Add a sprite - Make a sprite move - Adapt the size of a sprite - Adapt the starting position of a sprite - Add a backdrop - Recall what algorithms are - Debug simple programs - Use logical reasoning to predict simple programs

Year 3	**Self-image & identity** • Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online **Online relationships** • Describe ways people who have similar likes and interests can get together online. **Online reputation** • Explain how to search for information about others online. **Online bullying** • Describe appropriate ways to behave towards other people online and why this is important. • Give examples of how bullying behaviour could appear online and how someone can get support. **Managing online information** • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things. • Explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). **Health, wellbeing & lifestyle** • Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). • Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). **Privacy & security** • Describe simple strategies for creating and keeping passwords private. • Give reasons why someone should only share information with people they choose to and can trust. • Explain that if they are not sure or feel pressured then they should tell a trusted adult. • Describe how connected devices can collect and share anyone's information with others. **Copyright & ownership** • Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	**Pages** • Add image from photos • Add shape/icon • Format shape/icon (change colour/size) • Use crop to alter images • Add text boxes • Format text boxes **Clips** • Create a new project • Name a new project • Use images and stickers **Keynote** • Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images **Numbers** • Open a document • Format table size • Add data to a table • Create a chart from a table **iMovie** • Format images and sounds • Edit objects (stretch, cut, reposition) • Add soundtracks/music • Add sounds/voiceover	**Scratch** • Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites
Year 4	**Self-image & identity** • Demonstrate responsible choices about my online identity, depending on context. **Online relationships** • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. **Online reputation** • Describe how to find out information about others by searching online. **Online bullying** • Recognise when someone is upset, hurt or angry online.	**Clips** • Use soundtracks/music • Use live titles for effect • Rearrange clips **Keynote** • Animate objects using clicks and timings • Create transitions using clicks and timings **Numbers** • Format chart • Format table (font style, font size, centring) • Add icons for effect	**Scratch** • Use input triggers (when I press the spacebar; when I click) • Use input triggers for different purposes (character say something; change backdrop) • Use dialogue between two or more characters

	• Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). **Managing online information** • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. **Health, well-being & lifestyle** • Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. **Privacy & security** • Describe strategies for keeping personal information private, depending on context. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent **Copyright & ownership** • Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	**iMovie** • Add titles to a movie • Alter transitions • Alter speed of clips for effect • Use green screen function for effect	
Year 5	**Online relationships** • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. **Online reputation** • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be harmful. **Online bullying** • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix) **Managing online information** • I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. **Copyright & ownership** • I can give examples of content that is permitted to be reused and know how this content can be found online.	**Pages** • Use a table in a document • Format table (size, shape, colour) • Create an eBook • Use a template **Clips** • Use scenes to create a narrative or effect • Add Memojis **iMovie** • Alter transitions **Numbers** • Add drawing for effect **Keynote** • Add sound buttons • Create a template from own design	**Scratch** • Use motion blocks to add different movements to sprites (jumps, smooth movements) • (maze/chase game) • Introduce basic variables (counter/timer)

Year 6	**Self-image & identity** • I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed. **Online relationships** • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. • I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **Online reputation** • I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **Online bullying** • I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. • I can explain how someone would report online bullying in different contexts. **Managing online information** • I can identify, flag, and report inappropriate content. **Privacy & security** • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost, or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	**Pages** • Adapt template to own design • Create template from own design **Numbers** • Use formulae for a purpose • Create simple forms to organise data **iMovie** • Input media from other apps (music from garage band)	**Scratch** • Use motion blocks to add more advanced movements to sprites (shrink, enlarge, flips) • Use more complex variables (when counter reaches 10, new level unlocked)

Key Disciplinary Concepts and Knowledge

2024-2025	Digital Literacy	Information Technology	Computer Science
Nursery	**Self-image & identity** • Recognise that I can say 'no'/ 'please stop'/ I'll tell/ I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset & I can explain how this could be either in real life or online. **Managing online information** • Talk about how to use the internet as a way of finding information online. • Can identify devices I could use to access information on the internet.		
Reception	**Online information** • Identify ways that I can put information on the internet. **Health, well-being & lifestyle** • Identify rules that keep us safe and healthy in and beyond the home when using technology. • Give some examples of these rules.		
Year 1	**Self-image & identity** • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust **Online relationships** • Can give examples of how I might use technology to communicate with people I know **Online bullying** • Describe how to behave online in ways that do not upset others and give examples **Privacy & security** • Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. • Explain that passwords are used to protect information, accounts and devices **Copyright & Ownership** • Explain why work I create using technology belongs to me	**Using Devices** • Can begin to use search engines to find images • Can begin use search engines to find information • Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Pages** • Format text (change size/colour/font) • Use templates to create a document **Keynote** • Format text (change colour/size/font) **iMovie** • Add a voiceover	**Scratch Jr** • Add timer block • Add repeat block • Add basic variable (when fish says hi, sprite 2 replies) • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs
Year 2	**Self-image & identity** • Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; can give examples of how they might get help **Online relationships** • Describe different ways to ask for; give or deny my [permission online and can identify who can help me if I am not sure • Explain why I have a right to say 'no' or 'I will have to ask someone'. Explain who can help me if I feel under pressure to agree something I am unsure about or don want to • Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online • Explain why I should always ask a trusted adult before clicking yes agree or accept online	**Using devices** • Can create a folder to store photos/videos in • Can use search engines to find images • Can use search engines to find information • Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Pages** • Use templates to create a document • Format text (change size/colour/font)	

	Online reputation • Explain how information put online about someone can last for a long time **Managing online information** • Explain the difference between things that are imaginary 'made up' or 'make believe' and things that are true or real • Explain why some information I find online may not be real or true **Health, wellbeing & lifestyle** • Say how those rules can help anyone accessing online technologies **Privacy & security** • Explain how some people may have devices in their homes connected to the internet and give examples (lights, fridges, toys, televisions)	**Keynote** • Format text (change colour/size/font) **iMovie** • Add a voiceover	
Year 3	**Self-image identity** • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why **Online reputation** • Give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. • Explain who someone can ask if they are unsure about putting something online **Online relationships** • Explain what it means to 'know someone' online and why this might be different from knowing someone offline. • Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • Explain how someone's feelings can be hurt by what is said or written online. • Explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline e.g. sharing images and videos. **Managing online information** • Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. **Online bullying** • Give examples of how bullying behaviour could appear online and how someone can get support.	**Pages:** • Arrange objects using text wrap **Clips** • Use & manipulate text **Numbers** • Use data collection technique (numerical, rating, checklist) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content	**Scratch** • Use repeat • Explain what an algorithm is, giving examples • Debug more complex programs • Use logical reasoning to predict more complex programs • Understand that multiple things can be happening within a program simultaneously Why do people filter real life?
Year 4	**Self-image & identity** • Explain how identity online can be copied, modified or altered. **Online relationships** • Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. **Online reputation** • Explain ways that some of the information about anyone online could have been created, copied or shared by others.	**Pages** • Remove background from inserted images • Use layers to ensure objects are shown correctly **Keynote** • Remove background from inserted images • Layer objects **Numbers**	**Scratch** • Use receive & broadcast blocks within an algorithm • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs

	Online bullying • Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). **Managing online information** • Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. • Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. **Health, well-being & lifestyle** • Explain how using technology can be a distraction from other things, in both a positive and negative way. **Privacy & security** • Explain that internet use is never fully private and is monitored, e.g. adult supervision. **Copyright & ownership** • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	• Use multiple ways of presenting information on the same sheet • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose	
Year 5	**Online Relationships** • I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult **Managing online information** • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes may influence how people think about others. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. **Health. well-being & lifestyle** • I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. • I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. • I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	**Clips** • Export movie to be used in other apps **Numbers** • Use basic formulae (add – subtract) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose	**Scratch** • Use a motion block algorithm for the purpose of a game • Use variables within a game • Solve more complex problems through debugging algorithms and programs • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play') • Use logical reasoning to detect and correct errors in more complex algorithms and programs

	Privacy & security • I can explain what a strong password is and demonstrate how to create one. • I can explain what app permissions are and can give some examples. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. **Copyright & ownership** • I can assess and justify when it is acceptable to use the work of others. .		
Year 6	**Self-image & identity** • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. **Online relationships** • I can explain how sharing something online may have an impact either positively or negatively. **Managing online information** • I can explain how search engines work and how results are selected and ranked. • I can explain how to use search technologies effectively. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair, or perhaps even legal. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • I understand the concept of persuasive design and how it can be used to influence people's choices. • I can demonstrate how to analyse and evaluate the validity of 'facts and information and I can explain why using these strategies are important. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognize this. • I can describe the difference between online misinformation and disinformation. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). **Health, well-being & lifestyle** • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognize and can discuss the pressures that technology can place on someone and how/when they could manage this. • I can recognize features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet, and exercise). **Copyright & ownership** • I can demonstrate the use of search tools to find and access online content that can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.	**Pages** • Use pages for a range of purposes **Clips** • Apply skills independently for a range of purposes **Keynote** • Use assets from other apps within a presentation • Apply skills independently for a range of purposes **Numbers** • Apply skills independently for a range of purposes **iMovie** • Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively for intended purposes • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate a wide range of data • understand how to create and present information effectively for a range of purposes	**Scratch** • Use a variety of variables within a game (score/speed). • Program an end condition to games • Solve more complex problems through debugging algorithms and programs • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play') • Use logical reasoning to detect and correct errors in more complex algorithms and programs

	Information Technology		
	EYFS	**YEAR ONE**	**YEAR TWO**
Examples of potential projects and work	**In planning provision consider the following points**: • Frequent familiarity with a range of types of technology: children talk about them, use them • On walks, talk about and notice different types of technology – how it is used, what is its purpose. • Allow children with opportunities to recognise a range technology that is used in places such as homes and schools. • Allow children with opportunities to select technology for purposes e.g. capturing images, recording activities. • Ask children to identify types of technology they like and think matter. • Encourage the use of technology during structured provision, describing what it is and how it is used • Use specific computational language to help children develop their cultural capital • Provide opportunities for children to think critically • Provide children with opportunities for active learning (through unplugged activities) • Provide opportunities for children to represent their spatial knowledge when following instructions. Each time they do this, their ability in computational thinking increases along with their ability to 'debug'.	**Using Devices** • Document different scenes from a traditional tale through photos/videos • Copy sentences through typing • Find 3 images about a certain topic using search engines • Find key facts using search engines **Pages** • Change sentences to adapt font choices i.e. "Change this sentence so that is it red" • Recount traditional tale **Keynote** • Create presentation with multiple slides with different information on each slide (*all about me/ a day at school/ different plants/ our playground*)	**Using Devices** • Type dictated sentences • Use search engine to find specific images given by an adult • Find and copy key facts about a historical event **Pages** • Collect vocabulary about a topic of writing • Recount of a historical event • Label a diagram **Keynote** • Create presentation with multiple slides with different information on each slide • Sort and classify images on a topic e.g. flowers • Label a diagram

Information Technology				
Projects and tasks should be based on retrieving prior learning. This could be from an earlier topic within the term, year or key stage. Suggestions and examples have been made to help when planning lessons.				
	YEAR THREE		**YEAR FOUR**	
Examples of potential projects and work	**Pages** • 'All about me' poster • Labelling a plan in science	**Keynote** • 'Life in the bronze age' (each page could showcase a different aspect) • Rivers or mountains in the UK (could showcase different parts of a river with information about it) • Labelled map (labelling key parts with links to pages with more specific information)	**Pages** • 'What was life like in Ancient Egypt' poster/infographic • Significant person information page (could be linked to science or history topic.	**Keynote** • Presentation on Roman life (could incorporate different aspects such as farming, jobs, war) • Presentation about 'states of matter' or 'the food chain' • Slides showcasing the journey through the digestive system
	Clips • 'All about me' clip • Short report on the uncovering or 'Skara Brae'	**iMovie** • Order a narrative through pictures (could be linked to a book in English) • Report on Olympics • Q & A with historical figure • Review of top 5 books from year 3.	**Clips** • 'How to' guide (using a map/compass) • Individual Book review • Report on discovery of Tutankhamun	**iMovie** • Q & A to WW2 evacuees • 'Day in the life' of someone in WW2 (evacuees, soldiers on the front line, significant person) • Document a full science experiment 'let's investigate'
	Numbers • Data collection within a science lesson • Data collection & analysis of favourite sweets/chocolate in the class or year group.		**Numbers** • Data input about mountains – children could create a graph/table showcasing this data • In class questionnaire about different topics	

Information Technology

Projects and tasks should be based on retrieving prior learning. This could be from an earlier topic within the term, year or key stage. Suggestions and examples have been made to help when planning lessons.

	YEAR FIVE		YEAR SIX	
Examples of potential projects and work	**Pages** • Infographic on Earth & Space • Biography of significant person • Information document about planets/Shang Dynasty	**Keynote** • Presentation with links to explain different forces • Information presentation on Anglo-Saxons	**Pages** • Information leaflet about Mayans • Classification of animals document • Infographic about the Mayan civilisation • Information page about significant person	**Keynote** • Interactive presentation about the Vikings • Circulatory system document with links to various aspects of the system
	Clips • Review of art work • Advertisement for marble maze (link to DT) • Review of key facts about Shang Dynasty	**iMovie** • Product pitch for food project • Gaming vlog about previous coding project	**Clips** • Diary entry about a volcano • Visit Iceland mini-vlog • News flash about significant event (i.e. eruption of volcano)	**iMovie** • Q&A with prisoners through the ages (link to crime and punishment topic) • Product review about DT project (phone case) • Document full science investigation "Let's investigate"
	Numbers • Spreadsheets & formula for DT project • Inventory for supplies (for DT project or school supplies) • Quantitative research about places to visit for holidays		**Numbers** • Collecting & displaying data within science lessons • Questionnaire & data collection • Create data chart about resource distribution (link to geography)	

EYFS Foundations for Computing

EYFS

Development Matters:

Personal, Social and Emotional Development:

- Show resilience and perseverance in the face of a challenge.
- Know and talk about the different factors that support their overall health and wellbeing:
- sensible amounts of 'screen time'

Physical Development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

ELG:

Children in Reception:

- **Personal, Social and Emotional Development: Managing self:**
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try

Expressive Arts and Design: Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Understanding the World: Past and Present:

- Talk about the lives of people around them and their roles in society.
- Know some differences and similarities between things in the past and now, drawing on their experiences.

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, texts, maps.

National Curriculum Links	How this is achieved in the Early Years	Vocabulary
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for purposes.	**Continuous provision** • Resources available throughout the day for both focussed and self-chosen learning. • A range of technology will be explored continuously throughout the year for children to access both independently and with an adult. This will include but is not prescriptive to: iPads, cameras, computers (games, activities, remote control toys, battery operated toys, Beebots, interactive whiteboards, sound buttons	Computer, keyboard, device, tablet, iPad, chart, count, record, image, digital, picture, move, resize, animation, character, record, video, camera roll, play, pause, microphone, instruction, follow, first, next

Year One Curriculum Sequencing

		Year 1				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Substantive Skills and Knowledge	**Information Technology** **Using Devices** • Can use the camera to take a photo • Can alternate between photo and video on the camera • Can find photos/videos • Can find an app requested by an adult • Can type using the iPad keyboard **Digital Literacy** Self-image & identity • Recognise there may be people online who could make me feel sad, embarrassed or upset.	**Information Technology** **Pages** • open a document • name a document • Add text • Can use undo **Digital Literacy** How is the internet useful? • Can recognise some ways in which the internet can be used to communicate How can I stay safe online? • Explain rules to keep myself safe when using technology both in and beyond the home	**Information Technology** **Keynote** • Open a new document • Name a new document • Add text • Add slides **Digital Literacy** Online reputation • Recognise that information can stay online and could be copied	**Computer Science** **Scratch Jr** • Add a sprite • Add a background (stage) • Make a sprite move • Add a sound • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs **Digital Literacy** Managing online information • Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching. • Know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened	**Computer Science** **Scratch Jr** • Add a sprite • Add a background (stage) • Make a sprite move • Add a sound • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs **Digital Literacy** Privacy & Security • Recognise ore detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).	**Information Technology** **iMovie** • Open a new movie • Name a new movie • Add still images to timeline using the photo app **Digital Literacy** Copyright & Ownership • Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content) • Understand that work created by others does not belong to me even if I save a copy,
Key Disciplinary Knowledge	**Information Technology** **Using Devices** • Can begin to use search engines to find images • Can begin use search engines to find information **Digital Literacy** Self-image & identity • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust.	**Information Technology** **Pages** • Format text (change size/colour/font) • Use templates to create a document **Digital Literacy** How is the internet useful? • Can give examples of how I might use technology to communicate with people I know How can I stay safe online? • Describe what information I should not put online without asking a trusted adult first How can I be kind online?	**Information Technology** **Keynote** • Format text (change colour/size/font)	**Computer Science** **Scratch Jr** • Add timer block • Add repeat block • Add basic variable (when fish says hi, sprite 2 replies) • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	**Computer Science** **Scratch Jr** • Add timer block • Add repeat block • Add basic variable (when fish says hi, sprite 2 replies) • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs **Digital Literacy** Privacy & Security • Explain that passwords are used to protect information, accounts and devices • Explain why it is important to always ask a trusted adult before	**Information Technology** **iMovie** • Add a voiceover **Digital Literacy** Copyright & Ownership • Explain why work I create using technology belongs to me

		Describe how to behave online in ways that do not upset others and give examples			sharing any personal information online, belonging to myself or others.	

Year 1 – Autumn 1				
Information Technology – Using devices				
Digital Literacy – Self-image & identity				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Photographs & videos	Finding applications	Typing skills	Search engines
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Can use the camera to take a photo • Can alternate between photo and video on the camera • Can find photos/videos	• Can find an app requested by an adult	• Can type using the iPad keyboard	• Can begin to use search engines to find images • Can begin use search engines to find information
Digital Literacy Disciplinary & Substantive Knowledge				
• Recognise there may be people online who could make me feel sad, embarrassed or upset. • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Safe, online, trust,	Camera, photograph, video, purpose	Application, find, iPad, use, need,	Keyboard, qwerty, type,	Search engine, safety, safely, images, information
Prior Learning				

Digital Literacy – Self-image & Identity
EY
- Recognise that I can say 'no'/ 'please stop'/ I'll tell/ I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset
- I can explain how this could be either in real life or online

Information Technology
EY
- I know how to play on a touch screen game and use computers/keyboards/mouse in role play
- I know how to type letters with increasing confidence using a keyboard and tablet.
- I know how to sort physical objects, take a picture and discuss what I have done..
- I know how to record my voice over a picture.
- I know how to create a simple digital collage.
- I know how to move and resize images with my fingers or mouse
- I know the difference between a photography and video.
- I know how to record a short film using the camera
- I know how to record and play a film
- I know how to watch films back.
- I know how to take a photograph
- I know how to find ways to change your voice (tube, tin can, shouting to create an echo)
- I know how to record sounds/voices in storytelling and explanations

Year 1 – Autumn 2				
Information Technology – Pages				
Digital Literacy – Online Relationships & Online Bullying (PSHE)				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Introduction of 'Pages'	Open document & name a document	Add & format text	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Use templates to create a document	• open a document • name a document	• Add text • Can use undo • Format text (change size/colour/font)	• open a document • name a document • Add text • Can use undo • Format text (change size/colour/font)	• open a document • name a document • Add text • Can use undo • Format text (change size/colour/font)
Digital Literacy Disciplinary & Substantive Knowledge				
• Can give examples of how I might use technology to communicate with people I know	• Explain rules to keep myself safe when using technology both in and beyond the home			
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Document, text, type, font, open, save, type, click, template	Document, text, type, font, open, save, type, click, template	Document, text, type, font, open, save, type, click, template, undo	Document, text, type, font, open, save, type, click, template, undo	Document, text, type, font, open, save, type, click, template, undo
Prior Learning				

Digital Literacy – Online Relationships
EY
• Recognise some ways in which the internet can be used to communicate
• Give examples of how I might use technology to communicate with people I know

Digital Literacy – Online Bullying
EY
• Describe ways that some people can be unkind online
• Offer examples of how this can make others feel

Information Technology - Using Devices
Year 1
• Can use the camera to take a photo Can alternate between photo and video on the camera
• Can find photos/videos
• Can find an app requested by an adult
• Can type using the iPad keyboard

Year 1 – Spring 1				
Information Technology – Keynote				
Digital Literacy – Online Reputation				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Introduction to application	Basic skills required	Add slides	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Open a new document • Name a new document	• Open a new document • Name a new document • Add text • Format text (change colour/size/font)	• Add slides	• Open a new document • Name a new document • Add text • Format text (change colour/size/font) • Add slides
Digital Literacy Disciplinary & Substantive Knowledge				
• Recognise that information can stay online and could be copied				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Copy, information	Document, purpose, application, present,	Document, purpose, present, format, size, colour, font,	Document, purpose, present, format, size, colour, font, slides, purpose, add, delete	Document, purpose, present, format, size, colour, font, slides, purpose, add, delete
Prior Learning				

Digital Literacy – Online Reputation
EY
• Identify ways that I can put information on the internet

Information Technology - Using Devices
Year 1
• Can use the camera to take a photo
• Can alternate between photo and video on the camera
• Can find photos/videos
• Can find an app requested by an adult
• Can type using the iPad keyboard

Year 1 – Spring 2				
Computer Science – Scratch Jr				
Digital Literacy – Managing online information				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Introduction to Scratch Jr	Algorithms	Sprites	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Add a background (stage) • Add a sound • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Add a sprite • Make a sprite move • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Add a sprite • Add a background (stage) • Make a sprite move • Add a sound • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs
Digital Literacy Disciplinary & Substantive Knowledge				
• Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching. • Know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Information, digital technology, online safety, trusted adult,	Background, sound, algorithm, debug, program, predict, block, sequence, animate	Background, sound, algorithm, debug, program, predict, block, sequence, animate	Background, sound, algorithm, debug, program, predict, block, sequence, animate	Background, sound, algorithm, debug, program, predict, block, sequence, animate
Prior Learning				

Digital Literacy – Managing Online Information
EY
• Talk about how to use the internet as a way of finding information online
• Can identify devices I could use to access information on the internet

Information Technology - Using Devices
Year 1
• Can use the camera to take a photo
• Can alternate between photo and video on the camera
• Can find photos/videos
• Can find an app requested by an adult
• Can type using the iPad keyboard

Year 1 – Summer 1				
Computer Science – Scratch Jr				
Digital Literacy – Privacy & Security				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy	Add timers	Add repeat	Adding basic variables	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Add timer block • Explain what an algorithm is • Begin to debug simple programs Predict simple programs	• Add repeat block • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Add basic variable (when fish says hi, sprite 2 replies) • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Add timer block • Add repeat block • Add basic variable (when fish says hi, sprite 2 replies) • Explain what an algorithm is • Begin to debug simple programs • Predict simple programs
Digital Literacy Substantive & Disciplinary Knowledge				
• Recognise ore detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). • Explain that passwords are used to protect information, accounts and devices • Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Information, technology, accuracy, social media	Background, sound, algorithm, debug, program, predict, block, sequence, animate, input, output, trigger	Background, sound, algorithm, debug, program, predict, block, sequence, animate, input, output, trigger	Background, sound, algorithm, debug, program, predict, block, sequence, animate, input, output, trigger	Background, sound, algorithm, debug, program, predict, block, sequence, animate, input, output, trigger
Prior Learning				

Digital Literacy – Privacy & Security
Year 1
- Explain that passwords are used to protect information, accounts and devices
- Recognise ore detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).
- Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Computer Science – Scratch Jr
Year 1
- Add a sprite
- Add a background (stage)
- Make a sprite move
- Add a sound
- Explain what an algorithm is
- Begin to debug simple programs
- Predict simple programs

Year 1 – Summer 2				
Information technology – iMovie				
Digital Literacy – Copyright & Ownership				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Introduction to application	Adding images	Add a voiceover	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Open a new movie • Name a new movie	• Add still images to timeline using the photo app	• Add a voiceover	• Open a new movie • Name a new movie • Add still images to timeline using the photo app
Digital Literacy Substantive & Disciplinary Knowledge				
• Understand that work created by others does not belong to me even if I save a copy • Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content), • Explain why work I create using technology belongs to me	• Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content), • Explain why work I create using technology belongs to me	• Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content), • Explain why work I create using technology belongs to me	• Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content), • Explain why work I create using technology belongs to me	• Say why work belongs to me (e.g. I designed it/I filmed it) • Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content), • Explain why work I create using technology belongs to me
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Belong, ownership, technology, filename, content	Video, clip, play, pause, stop, image, music, sound, edit, add	Video, clip, play, pause, stop, image, music, sound, edit, add	Video, clip, play, pause, stop, image, music, sound, edit, add	Video, clip, play, pause, stop, image, music, sound, edit, add
Prior Learning				

Digital Literacy – Copyright & Ownership
Year 1
- Explain why work I create using technology belongs to me
- Say why it belongs to me (e.g. I designed it/I filmed it)
- Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)
- Understand that work created by others does not belong to me even if I save a copy,

Information Technology – Using Devices
Year 1
- Can use the camera to take a photo
- Can alternate between photo and video on the camera
- Can find photos/videos
- Can find an app requested by an adult
- Can type using the iPad keyboard

Year Two Curriculum Sequencing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2						
Substantive Skills and Knowledge	Information Technology using devices • Can use the camera to take a photo • Can alternate between photo and video on the camera • Can find photos/videos • Can find an app requested by an adult with efficiency (using search bar) • Can type using the iPad keyboard with increasing efficiency **Digital Literacy** Self-image & identity • Explain how other people may look and act differently online and offline	Information Technology Pages • open a document • name a document • Add text • Can use undo **Digital Literacy** How long should I be online? • Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment What should I keep private online? • Describe how anyone's online information can be seen by others • Know who to talk to if something has been put online without consent or if its incorrect How can I be respectful online? • Explain what bullying is, how people may bully others and how bullying can make someone feel • Explain why anyone who experiences bullying is not to blame • Talk about how anyone experiencing bullying can get help	Information Technology Keynote • Open a new document • Name a new document • Add text • Add slides **Digital Literacy** Online Relationships • Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email/gaming) • Explain who I should ask before sharing things about myself or others online • Identify who can help me if something happens online without my consent	Computer Science Scratch • Add a sprite • Make a sprite move • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop **Digital Literacy** Managing online information • Use simple keywords in search engines • Demonstrate how to navigate a simple webpage to get information I need	Computer Science Scratch • Add a sprite • Make a sprite move • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop **Digital Literacy** Privacy & security • Explain how passwords can be used to protect information, accounts and devices • Explain and give examples of what is meant by; private' and 'keeping things private' • Describe and explain rules for keeping personal information private	Information Technology iMovie • Open a new movie • Name a new movie • Add still images to timeline using the photo app **Digital Literacy** Copyright & Ownership • Recognise that content on the internet may belong to other people • Describe why other people's work belongs to them
Key Disciplinary Knowledge	**Information Technology Using Devices** • Can create a folder to store photos/videos in • Can use search engines to find images • Can use search engines to find information **Digital Literacy** Self-image & identity • Give examples of issues online that might make someone feel	**Information Technology Pages** • Use templates to create a document • Format text (change size/colour/font) **Digital Literacy** How long should I be online? • Say how those rules can help anyone accessing online technologies What should I keep private online?	**Information Technology Keynote** • Format text (change colour/size/font) **Digital Literacy** Online Relationships • Describe different ways to ask for; give or deny my [permission online and can identify who can help me if I am not sure • Explain why I have a right to say 'no' or 'I will have to ask someone'.	**Digital Literacy** Managing online information • Explain the difference between things that are imaginary 'made up' or 'make believe' and things that are true or real • Explain why some information I find online may not be real or true	**Digital Literacy** Privacy & security • Explain how some people may have devices in their homes connected to the internet and give examples (lights, fridges, toys, televisions)	**Information Technology** iMovie • Add a voiceover

	sad, worried, uncomfortable or frightened; can give examples of how they might get help	• Explain how information put online about someone can last for a long time	Explain who can help me if I feel under pressure to agree something I am unsure about or don want to • Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online • Explain why I should always ask a trusted adult before clicking yes agree or accept online		

Year 2 – Autumn 1				
Information Technology – Using devices				
Digital Literacy – Self-image & identity				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Photographs & videos	Finding applications	Typing skills	Search engines
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Can use the camera to take a photo • Can alternate between photo and video on the camera • Can find photos/videos • Can create a folder to store photos/videos in	• Can find an app requested by an adult with efficiency (using search bar)	• Can type using the iPad keyboard with increasing efficiency	• Can use search engines to find images • Can use search engines to find information
Digital Literacy Disciplinary & Substantive Knowledge				
Self-image & identity • Explain how other people may look and act differently online and offline • Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; can give examples of how they might get help				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Safe, online, trust,	Camera, photograph, video, purpose	Application, find, iPad, use, need,	Keyboard, qwerty, type,	Search engine, safety, safely, images, information
Prior Learning				

Digital Literacy - Self-image & identity Year 1 • Recognise that there may be people online who could make me feel sad, embarrassed or upset • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust	Information Technology – Using Devices Year 1 • Can use the camera to take a photo • Can alternate between photo and video on the camera • Can find photos/videos • Can find an app requested by an adult Can type using the iPad keyboard • Can begin to use search engines to find images • Can begin use search engines to find information

Year 2 – Autumn 2				
Information Technology – Pages				
Digital Literacy – Online Bullying & Health, wellbeing & Lifestyle				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Recap of key skills	Adding & Formatting Text	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• open a document • name a document • Use templates to create a document	• Add text • Can use undo • Format text (change size/colour/font)	• open a document • name a document • Add text • Can use undo • Format text (change size/colour/font) • Use templates to create a document	• open a document • name a document • Add text • Can use undo • Format text (change size/colour/font) • Use templates to create a document
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain what bullying is, how people may bully others and how bullying can make someone feel • Explain why anyone who experiences bullying is not to blame • Talk about how anyone experiencing bullying can get help	• Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment • Say how those rules can help anyone accessing online technologies	• Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment • Say how those rules can help anyone accessing online technologies	• Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment • Say how those rules can help anyone accessing online technologies	• Explain simple guidance for using technology in different environments and setting e.g. accessing online technologies in public places and the home environment • Say how those rules can help anyone accessing online technologies
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Bullying, online, experience, positive, negative, online safety,	Document, text, type, font, open, save, type, click	Search engine, text, document, font, image, save, open, text box, select, template Format, size, colour, font, text, undo	Search engine, text, document, font, image, save, open, text box, select, template Format, size, colour, font, text, undo	Search engine, text, document, font, image, save, open, text box, select, template Format, size, colour, font, text, undo
Prior Learning				

Digital Literacy – Online Bullying
Year 1
• Describe how to behave online in ways that do not upset others and give examples

Digital Literacy - Health, wellbeing & Lifestyle
Year 1
• Explain rules to keep myself safe when using technology both in and beyond the home

Information Technology – Pages
Year 1
• open a document
• name a document
• Add text
• Can use undo
• Format text (change size/colour/font)
• Use templates to create a document

Year 2 – Spring 1				
Information Technology – Keynote				
Digital Literacy – Online Relationships				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Digital Literacy Focus	Recap of key skills	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
		- Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)	- Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)	- Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)
Digital Literacy Disciplinary & Substantive Knowledge				
- Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email/gaming) - Explain who I should ask before sharing things about myself or others online - Identify who can help me if something happens online without my consent	- Describe different ways to ask for; give or deny my [permission online and can identify who can help me if I am not sure - Explain why I have a right to say 'no' or 'I will have to ask someone'. - Explain who can help me if I feel under pressure to agree something I am unsure about or don want to - Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online - Explain why I should always ask a trusted adult before clicking yes agree or accept online			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Communicate, technology, online, offline, sharing, consent	Permission, online, technology, trust, communicate	Document, purpose, present, format, size, colour, font, slides, purpose, add, delete	Slide, presentation, document, text, image, font, theme, layout, move, add, delete, format	Slide, presentation, document, text, image, font, theme, layout, move, add, delete, format
Prior Learning				
Digital Literacy - Online Relationships Year 1 - Can recognise some ways in which the internet can be used to communicate - Can give examples of how I might use technology to communicate with people I know	**Information Technology– Keynote Year 1** - Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)			

Year 2 – Spring 2				
Computer Science – Scratch				
Digital Literacy – Managing online information				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Getting Started	Adding & Adapting Sprites	Adding & Adapting Sprites	Backdrops
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Explain what an algorithm is • Begin to debug simple programs • Predict simple programs	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite	• Add a backdrop • Edit a backdrop
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain the difference between things that are imaginary 'made up' or 'make believe' and things that are true or real • Explain why some information I find online may not be real or true	• Use simple keywords in search engines • Demonstrate how to navigate a simple webpage to get information I need			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Imaginary, real, information, safety, trust	Algorithm, sequence, instructions, program, loop, input, output, sprite, order, trigger	Algorithm, sequence, instructions, program, loop, input, output, sprite, order, trigger	Algorithm, sequence, instructions, program, loop, input, output, sprite, order, trigger	Algorithm, sequence, instructions, program, loop, input, output, sprite, order, trigger
Prior Learning				

Digital Literacy – Managing online information
Year 1
- Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.
- Know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke
- I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened

Computer Science – Scratch JR
Year 1
- Add a sprite
- Add a background (stage)
- Make a sprite move
- Add a sound
- Add a sprite
- Add a background (stage)
- Make a sprite move
- Add a sound

Year 2 – Summer 1				
Computer Science – Scratch				
Digital Literacy – Privacy & Security				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Recap on prior learning	Application of skills	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop • Edit a backdrop	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop • Edit a backdrop	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop • Edit a backdrop	• Add a sprite • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop • Edit a backdrop
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain how passwords can be used to protect information, accounts and devices • Explain and give examples of what is meant by; private' and 'keeping things private' • Describe and explain rules for keeping personal information private • Explain how some people may have devices in their homes connected to the internet and give examples (lights, fridges, toys, televisions)				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Algorithm, sequence, instructions, program, loop, input, output, sprite, order	Algorithm, sequence, instructions, program, loop, input, output, sprite, order	Algorithm, sequence, instructions, program, loop, input, output, sprite, order	Algorithm, sequence, instructions, program, loop, input, output, sprite, order	Algorithm, sequence, instructions, program, loop, input, output, sprite, order
Prior Learning				
Digital Literacy - Privacy & Security **Year 1** • Explain that passwords are used to protect information, accounts and devices • Recognise ore detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). • Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.			**Computer Science – Scratch JR** **Year 1** • Add a sprite • Add a background (stage) • Make a sprite move • Add a sound • Add a sprite • Add a background (stage) • Make a sprite move • Add a sound	

Year 2 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Online Relationships				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Recap of key skills	Recap of key skills	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Can create a folder to store photos/videos in - Can use search engines to find images	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover
Digital Literacy Disciplinary & Substantive Knowledge				
- Recognise that content on the internet may belong to other people - Describe why other people's work belongs to them	Describe why other people's work belongs to them	Describe why other people's work belongs to them	Describe why other people's work belongs to them	Describe why other people's work belongs to them
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Content, recognise, belonging, personal, property	Video, clip, play, pause, stop, image, music, sound, edit, add	Video, clip, play, pause, stop, image, music, record, voiceover	Video, clip, play, pause, stop, image, music, record, voiceover	Video, clip, play, pause, stop, image, music, record, voiceover
Prior Learning				

Digital Literacy - Copyright & Ownership
Year 1
- Explain why work I create using technology belongs to me
- Say why it belongs to me (e.g. I designed it/I filmed it)
- Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)
- Understand that work created by others does not belong to me even if I save a copy,

Information Technology – Using Devices
Year 1
- Can use the camera to take a photo
- Can alternate between photo and video on the camera
- Can find photos/videos Can find an app requested by an adult with efficiency (using search bar)
- Can type using the iPad keyboard with increasing efficiency
- Can create a folder to store photos/videos in
- Can use search engines to find images
- Can use search engines to find information

Information Technology - iMovie
Year 1
- Open a new movie
- Name a new movie
- Add still images to timeline using the photo app
- Add a voiceover

Year Three Curriculum Sequencing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Substantive Skills and Knowledge	**Information Technology** Pages: • Add image from photos • Add shape/icon • Format shape/icon (change colour/size) • Use crop to alter images • Add text boxes • Format text boxes **Digital Literacy** Managing online information • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things. • Explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	**Information Technology** Clips • Create a new project • Name a new project • Use images and stickers **Digital Literacy** What is good and bad about being online? • Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). • Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). How do I communicate safely online? • Describe ways people who have similar likes and interests can get together online. What should be kept private online? • Describe simple strategies for creating and keeping passwords private. • Give reasons why someone should only share information with people they choose to and can trust. • Explain that if they are not sure or feel pressured then they should tell a trusted adult. • Describe how connected devices can collect and share anyone's information with others.	**Computer Science** Scratch • Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites **Digital Literacy** Why do people filter real life? • Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online	**Information Technology** Keynote • Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images **Digital Literacy** Online Reputation • Explain how to search for information about others online.	**Information technology** Numbers • Open a document • Format table size • Add data to a table • Create a chart from a table **Digital Literacy** Online bullying • Describe appropriate ways to behave towards other people online and why this is important	**Information Technology** iMovie • Format images and sounds • Edit objects (stretch, cut, reposition) • Add soundtracks/music • Add sounds/voiceover **Digital Literacy** Copyright & ownership • Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Key Disciplinary Knowledge

Information Technology
Pages:
- Arrange objects using text wrap

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content

Digital Literacy
Managing online information
- Demonstrate how to use key phrases in search engines to gather accurate information online.
- Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Information Technology
Clips
- Use & manipulate text

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content

Digital Literacy
How do I communicate safely online?
- Explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
- Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- Explain how someone's feelings can be hurt by what is said or written online.
- Explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline e.g. sharing images and videos.

Computer Science
Scratch
- Use repeat

- Explain what an algorithm is, giving examples
- Debug more complex programs
- Use logical reasoning to predict more complex programs
- Understand that multiple things can be happening within a program simultaneously Why do people filter real life?

- Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why

Information technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content

Digital Literacy
Online Reputation
- Give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.
- Explain who someone can ask if they are unsure about putting something online

Information technology
Numbers
- Use data collection technique (numerical, rating, checklist)

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content

Digital Literacy
Online bullying
- Give examples of how bullying behaviour could appear online and how someone can get support.

Information technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content

Year 3 – Autumn 1				
Information Technology – Pages				
Digital Literacy – Managing online information				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Revisit of prior learning	Adding images & formatting images	Adding & formatting shapes & icons	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	- Open a document - Rename a document - Add text - Change size/colour/font of text - Can find an app requested by an adult with efficiency (using search bar) - Can type using the iPad keyboard with increasing efficiency - Can use search engines to find images	- Add image from photos - Use crop to alter image - Arrange image using text wrap - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use search technologies effectively	- Add shape/icon - Format shape/icon (change colour/size/outline) - Arrange objects using text wrap - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use search technologies effectively	- Add image from photos - Use crop to alter image - Arrange image using text wrap - Add shape/icon - Format shape/icon (change colour/size/outline) - Arrange objects using text wrap - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use search technologies effectively
Digital Literacy Disciplinary & Substantive Knowledge				
- Explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. - Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). - Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.		- Demonstrate how to use key phrases in search engines to gather accurate information online. - Explain what autocomplete is and how to choose the best suggestion.		Explain how the internet can be used to sell and buy things.
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Information, online, trust, technology, safety	Search engine, text, document, font, image, save, open, text box, select	Document, autocomplete, alter, text wrap, format, save, open, format, insert, crop, layout	Document, autocomplete, alter, text wrap, format, save, open, format, insert, crop, layout	Document, autocomplete, alter, text wrap, format, save, open, format, insert, crop, layout
Prior Learning				

Digital Literacy – Managing Online Information
- Explain the difference between things that are imaginary 'made up' or 'make believe' and things that are true or real
- Explain why some information I find online may not be real or true

Information Technology – Pages
Year 2
- open a document
- name a document
- Add text
- Can use undo
- Format text (change size/colour/font)
- Use templates to create a document

Year 3 – Autumn 2				
Information Technology – Clips				
Digital Literacy – Online Relationships & Health, wellbeing & Lifestyle (PSHE)				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Introduction to application	Using images & stickers	Using and manipulating text	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Create a new project • Name a new project • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use images and stickers • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use & manipulate text • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Create a new project • Name a new project • Use images and stickers • Use & manipulate text • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content
Digital Literacy Disciplinary & Substantive Knowledge				
• Describe ways people who have similar likes and interests can get together online. • Explain what it means to 'know someone' online and why this might be different from knowing someone offline. • Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	• Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).	• Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).	• Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).	• Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Interests, online, offline, trust, important, information	Video, clip, project, play, image,	Video, clip, project, play, image, stickers, add, trim	Video, clip, project, play, image, stickers, add, trim, text	Video, clip, project, play, image, stickers, add, trim, text
Prior Learning				

Digital Literacy – Online relationships
Year 2
• Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email/gaming)
• Explain who I should ask before sharing things about myself or others online
• Describe different ways to ask for; give or deny my [permission online and can identify who can help me if I am not sure
• Explain why I have a right to say 'no' or 'I will have to ask someone'. Explain who can help me if I feel under pressure to agree something I am unsure about or don want to
• Identify who can help me if something happens online without my consent
• Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online
• Explain why I should always ask a trusted adult before clicking yes agree or accept online

Year 3 – Spring 1				
Computer Science – Scratch				
Digital Literacy – Self-image & identity (PSHE)				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Recap of prior learning	Adding sounds	Edit Costumes	Adding effects	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Add a sprite • Make a sprite move • Adapt the size of a sprite • Adapt the starting position of a sprite • Add a backdrop	• Add a sound • Record a sound • Explain what an algorithm is, giving examples • Debug more complex programs • Use logical reasoning to predict more complex programs • Understand that multiple things can be happening within a program simultaneously	• Edit sprite costumes • Explain what an algorithm is, giving examples • Debug more complex programs • Use logical reasoning to predict more complex programs • Understand that multiple things can be happening within a program simultaneously	• Add effects to sprites • Explain what an algorithm is, giving examples • Debug more complex programs • Use logical reasoning to predict more complex programs • Understand that multiple things can be happening within a program simultaneously	• Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites • Use repeat • Explain what an algorithm is, giving examples • Debug more complex programs • Use logical reasoning to predict more complex programs • Understand that multiple things can be happening within a program simultaneously
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why	• Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why	• Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why	• Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why	• Explain what is meant by the term 'identity'. • Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Sprite, algorithm, backdrop, debug, sequence, loop, event, input, output, command	Sprite, algorithm, backdrop, debug, sequence, loop, event, input, output, command	Sprite, algorithm, backdrop, debug, sequence, loop, event, input, output, command	Sprite, algorithm, backdrop, debug, sequence, loop, event, input, output, command	Sprite, algorithm, backdrop, debug, sequence, loop, event, input, output, command
Prior Learning				

Digital Literacy – Self-image & Identity
Year 2
- Explain how other people may look and act differently online and offline
- Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; can give examples of how they might get help

Computer Science
Year 2 (Scratch)
- Add a sprite
- Make a sprite move
- Adapt the size of a sprite
- Adapt the starting position of a sprite
- Add a backdrop

Year 3 – Spring 2				
Information Technology – Keynote				
Digital Literacy – Online Bullying				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy Focus	Recap prior learning	Adding images & shapes	Formatting shapes & images	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Open a new document • Name a new document Add text • Add slides • Format text (change colour/size/font) • Add additional slides	• Add image from photos • Add a shape/icon • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Format shape/icon (change colour/size) • Use crop to alter images • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain how to search for information about others online • Give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. • Explain who someone can ask if they are unsure about putting something online				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Online, information, share, personal, digital safety	Slide, presentation, document, text, image, font, theme, layout, move, add, delete, format	Slide, presentation, document, text, image, shape, icon, manipulate, organise, format, resize	Slide, presentation, document, text, image, shape, icon, manipulate, organise, format, resize, reposition, crop	Slide, presentation, document, text, image, shape, icon, manipulate, organise, format, resize, reposition, crop
Prior Learning				
Digital Literacy - Online reputation **Year 2** • Explain how information put online about someone can last for a long time • Describe how anyone's online information can be seen by others • Know who to talk to if something has been put online without consent or if its incorrect			**Information Technology – Keynote** **Year 2** • Open a new document • Name a new document Add text • Add slides • Format text (change colour/size/font)	

Year 3 – Summer 1				
Information Technology – Numbers				
Digital Literacy – Online Bullying				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus	Introduction to data processing	Creating charts	Collecting & displaying data	Collecting & displaying data
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Open a document • Format table size • Add data to a table	• Create a chart from a table	• Use data collection technique (numerical, rating, checklist)	• Open a document • Format table size • Add data to a table • Create a chart from a table • Use data collection technique (numerical, rating, checklist)
Digital Literacy Disciplinary & Substantive Knowledge				
• Describe appropriate ways to behave towards other people online and why this is important • Give examples of how bullying behaviour could appear online and how someone can get support.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Appropriate, behave, online, bullying, support, trust	Document, spreadsheet, cell, column, row, data, function, table, collect	Document, spreadsheet, cell, column, row, data, function, table, collect	Document, spreadsheet, cell, column, row, data, function, table, collect	Document, spreadsheet, cell, column, row, data, function, table, collect
Prior Learning				

Digital Literacy – Online Bullying
Year 2
- Explain what bullying is, how people may bully others and how bullying can make someone feel
- Explain why anyone who experiences bullying is not to blame
- Talk about how anyone experiencing bullying can get help

Information Technology – Using Devices
Year 2
- Can use the camera to take a photo
- Can alternate between photo and video on the camera
- Can find photos/videos
- Can find an app requested by an adult
- Can type using the iPad keyboard
- Can begin to use search engines to find images
- Can begin use search engines to find information

Year 3 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Copyright & Ownership				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Recap on prior learning	Formatting images	Editing objects	Sounds for effect	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	- Format images and sounds - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Be discerning in evaluating digital content	- Format images and sounds - Edit objects (stretch, cut, reposition) - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Be discerning in evaluating digital content	- Add soundtracks/music - Add sounds/voiceover - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Be discerning in evaluating digital content	- Format images and sounds - Edit objects (stretch, cut, reposition) - Add soundtracks/music - Add sounds/voiceover - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Be discerning in evaluating digital content
Digital Literacy Disciplinary & Substantive Knowledge				
Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Video, clip, play, pause, stop, image, music, record	Project, format, clip, timeline, cut, image, sounds, voiceover	Project, format, clip, timeline, cut, image, sounds, voiceover	Project, format, clip, timeline, cut, image, sounds, voiceover	Project, format, clip, timeline, cut, image, sounds, voiceover
Prior Learning				

Digital Literacy – Copyright. & Ownership
Year 2
- Recognise that content on the internet may belong to other people
- Describe why other people's work belongs to them

Information Technology – iMovie
Year 2
- Open a new movie
- Name a new movie
- Add still images to timeline using the photo app
- Add a voiceover

Year Four Curriculum Sequencing

		Year 4				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Substantive Skills and Knowledge	**Computer Science** Scratch • Use input triggers (when I press the spacebar; when I click) • Use input triggers for different purposes (character say something; change backdrop) • Use dialogue between two or more characters **Digital Literacy** Managing Online information • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	**Digital Literacy** How can I help make the internet a safer place? • Recognise when someone is upset, hurt or angry online. • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). What is safe to share online? • Describe how to find out information about others by searching online. How does technology affect how I feel? • Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	**Information Technology** Clips • Use soundtracks/music • Use live titles for effect • Rearrange clips **Digital Literacy** How does filtering life make people feel? • Explain how identity online can be copied, modified or altered. What could I do about online pressure? • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. How do we communicate safely online? • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. •	**Information Technology** Keynote • Animate objects using clicks and timings • Create transitions using clicks and timings	**Information Technology** Numbers • Format chart • Format table (font style, font size, centring) • Add icons for effect **Digital Literacy** Privacy & security • Describe strategies for keeping personal information private, depending on context. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent	**Information Technology** iMovie • Add titles to a movie • Alter transitions • Alter speed of clips for effect • Use green screen function for effect **Digital Literacy** Copyright & ownership • Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Disciplinary Knowledge	**Computer Science** Scratch • Use receive & broadcast blocks within an algorithm • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs **Digital Literacy**	**Information Technology** Pages • Remove background from inserted images • Use layers to ensure objects are shown correctly • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked	**Information technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose •	**Information Technology** Keynote • Remove background from inserted images • Layer objects • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content	**Information Technology** Numbers • Use multiple ways of presenting information on the same sheet • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content	**Information Technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose

| | | Managing Online information
• Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. | • Be discerning in evaluating digital content
• create, collect, analyse & evaluate data
create and present information for a purpose
Digital Literacy
How can I help make the internet a safer place?
• Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
What is safe to share online?
• Explain ways that some of the information about anyone online could have been created, copied or shared by others.
How does technology affect how I feel?
• Explain how using technology can be a distraction from other things, in both a positive and negative way. | **Digital Literacy**
How does filtering life make people feel?
• Demonstrate responsible choices about my online identity, depending on context.
What could I do about online pressure?
• Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
How do we communicate safely online?
• Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. | • create, collect, analyse & evaluate data
• create and present information for a purpose
Digital Literacy
Managing online information
• Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
• Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. | • create, collect, analyse & evaluate data
• create and present information for a purpose
Digital Literacy
Privacy & security
• Explain that internet use is never fully private and is monitored, e.g. adult supervision. | **Digital Literacy**
Copyright & ownership
• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. |

Year 4 – Autumn 1				
Computer Science – Scratch				
Digital Literacy – Managing Online Information				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy	Using input triggers	Using input triggers (2)	Receive & broadcast	Using dialogue (application focus)
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Use input triggers (when I press the spacebar; when I click) • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs	• Use input triggers for different purposes (character say something; change backdrop) • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs	• Use receive & broadcast blocks within an algorithm • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs	• Use dialogue between two or more characters • Solve problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors within simple algorithms and programs
Digital Literacy Disciplinary & Substantive Knowledge				
Managing Online information • Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Information, technology, accuracy, social media	Algorithm, input, output, trigger, sequence, loop, condition, function, debug,	Algorithm, input, output, trigger, sequence, loop, condition, function, debug,	Algorithm, input, output, trigger, sequence, loop, condition, function, debug, broadcast, receive, sprite	Algorithm, input, output, trigger, sequence, loop, condition, function, debug, broadcast, receive, sprite
Prior Learning				

Digital Literacy – Managing Online Information Year 3		Computer Science Year 2	Computer Science Year 3
• Demonstrate how to use key phrases in search engines to gather accurate information online. • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things. • Explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.		• Add a sprite • Make a sprite move - Adapt the size of a sprite /Adapt the starting position of a sprite • Add a backdrop	• Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites • Use repeat

Year 4 – Autumn 2				
Information Technology – Pages				
Digital Literacy – Health, wellbeing & Lifestyle (PSHE)				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap on prior learning	Layering objects & images	Removing backgrounds	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Rename a document • Add text • Change size/colour/font of text • Add image from photos • Use crop to alter image • Arrange image using text wrap • Add shape/icon • Format shape/icon (change colour/size/outline) • Arrange objects using text wrap	• Use layers to ensure objects are shown correctly • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Remove background from inserted images • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked	• Remove background from inserted images • Use layers to ensure objects are shown correctly • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain how using technology can be a distraction from other things, in both a positive and negative way. • Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Technology, positive, negative, situation, strategy	Document, text, font, alignment, text box, image, object, layout, undo, layer, background	Document, text, font, alignment, text box, image, object, layout, undo, layer	Document, text, font, alignment, text box, image, object, layout, undo, layer, background	Document, text, font, alignment, text box, image, object, layout, undo, layer, background
Prior Learning				

Digital Literacy – Health, wellbeing & lifestyle
Year 3
• Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
• Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Information Technology – Pages
Year 2
• Open a document Rename a document
• Add text
• Change size/colour/font of text

Information Technology – Pages
Year 3
• Add image from photos
• Use crop to alter image
• Arrange image using text wrap
• Add shape/icon
• Format shape/icon (change colour/size/outline)
• Arrange objects using text wrap

Year 4 – Spring 1				
Information Technology – Clips				
Digital Literacy – Self-image & Identity & Online Relationships (PSHE)				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Recap on prior learning	Rearranging Clips	Using music	Live titles	
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Create a new project • Name a new project • Use images and stickers • Use & manipulate text	• Rearrange clips • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use soundtracks/music • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use live titles for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use soundtracks/music • Use live titles for effect • Rearrange clips • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Video, clip, project, play, image, stickers, add, trim, text	Project, clip, rearrange, timeline, sequence, background,	Project, clip, rearrange, timeline, sequence, background, soundtrack, music	Project, clip, rearrange, timeline, sequence, background, soundtrack, music, title, effect, transition	Project, clip, rearrange, timeline, sequence, background, soundtrack, music, title, effect, transition
Prior Learning				

Digital Literacy – Online Relationships
Year 3
- Describe ways people who have similar likes and interests can get together online.
- Explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
- Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- Explain how someone's feelings can be hurt by what is said or written online.
- Explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline e.g. sharing images and videos.

Information Technology – Clips
Year 3
- Create a new project
- Name a new project
- Use images and stickers
- Use & manipulate text

Year 4 – Spring 2				
Information Technology – Keynote				
Digital Literacy – Managing Online information				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap prior learning	Editing & Layering	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Remove background from inserted images • Layer objects • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Remove background from inserted images • Layer objects • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Remove background from inserted images • Layer objects • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Technology, benefits, risks, fake news, truth, filtering, altering	Slide, presentation, document, text, image, shape, icon, manipulate, organise, format, resize, reposition, crop	Slide, shape, image, background, table, font, background, theme, edit, layer, hyperlink, crop	Slide, shape, image, background, table, font, background, theme, edit, layer, hyperlink, crop	Slide, shape, image, background, table, font, background, theme, edit, layer, hyperlink, crop
Prior Learning				

Digital Literacy – Managing online information
Year 3
• Demonstrate how to use key phrases in search engines to gather accurate information online.
• Explain what autocomplete is and how to choose the best suggestion.
• Explain how the internet can be used to sell and buy things.
• Explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
• Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
• Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Information Technology – Keynote
Year 2
• Open a new document
• Name a new document Add text
• Add slides
• Format text (change colour/size/font)

Information Technology – Keynote
Year 3

• Add image from photos
• Add additional slides
• Add a shape/icon
• Format shape/icon (change colour/size)
• Use crop to alter images

Year 4 – Summer 1				
Information Technology – Numbers				
Digital Literacy – Privacy & Security				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital literacy	Recap prior learning	Formatting tables	Using icons	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Open a document • Format table size • Add data to a table • Create a chart from a table	• Format chart • Format table (font style, font size, centring) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Add icons for effect • Use multiple ways of presenting information on the same sheet • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Format chart • Format table (font style, font size, centring) • Add icons for effect • Use multiple ways of presenting information on the same sheet • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose •
Digital Literacy Disciplinary & Substantive Knowledge				
• Describe strategies for keeping personal information private, depending on context. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent • Explain that internet use is never fully private and is monitored, e.g. adult supervision.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Personal information, privacy, context, online services, appropriate, monitored, supervised	Document, spreadsheet, cell, column, row, data, function, table, collect	Format, spreadsheet, cell, column, data, icon, cell reference, adjust	Format, spreadsheet, cell, column, data, icon, cell reference, adjust	Format, spreadsheet, cell, column, data, icon, cell reference, adjust
Prior Learning				

Digital Literacy – Privacy & Security
Year 3
• Describe simple strategies for creating and keeping passwords private.
• Give reasons why someone should only share information with people they choose to and can trust.
• Explain that if they are not sure or feel pressured then they should tell a trusted adult.
• Describe how connected devices can collect and share anyone's information with others.

Information Technology – Numbers
Year 3
• Open a document
• Format table size
• Add data to a table
• Create a chart from a table

Year 4 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Copyright & Ownership				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Altering transitions	Manipulating clips	Using green screen	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Add titles to a movie • Alter transitions • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Alter speed of clips for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use green screen function for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Add titles to a movie • Alter transitions • Alter speed of clips for effect • Use green screen function for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Content, image, videos, permission	Project, timeline, clip, cut, transition, voiceover, music, crop	Project, timeline, clip, cut, transition, voiceover, music, crop	Project, timeline, clip, cut, transition, voiceover, music, crop, green screen	Project, timeline, clip, cut, transition, voiceover, music, crop, green screen
Prior Learning				

Digital Literacy – Copyright & Ownership
Year 3
• Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Information Technology – iMovie
Year 2
• Open a new movie
• Name a new movie
• Add still images to timeline using the photo app
• Add a voiceover

Information Technology – iMovie
Year 3
• Format images and sounds
• Edit objects (stretch, cut, reposition)
• Add soundtracks/music
• Add sounds/voiceover

Year Five Curriculum Sequencing

Year 5						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Substantive Skills and Knowledge	Computer Science – Scratch • Use motion blocks to add different movements to sprites (jumps, smooth movements) • (maze/chase game) • Introduce basic variables (counter/timer) **Digital Literacy** Online relationships • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	**Digital Literacy** Pages • Use a table in a document • Format table (size, shape, colour) • Create an eBook • Use a template How do online relationships compare to face-to-face? • I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. • I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. What is fake news? • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this • I can describe the difference between online misinformation and dis-information. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	**Digital Literacy** Clips • Use scenes to create a narrative or effect • Add Memojis How do I stay safe on the internet? • I can identify, flag and report inappropriate content. • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). How does the media present information? • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • I understand the concept of persuasive design and how it can	**Information Technology** iMovie • Alter transitions **Digital Literacy** Online bullying • I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me.	**Information Technology** Numbers • Add drawing for effect **Digital Literacy** Privacy & security • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use	**Information Technology** Keynote • Add sound buttons • Create a template from own design **Digital Literacy** Copyright & ownership • I can give examples of content that is permitted to be reused and know how this content can be found online.

			be used to influences peoples' choices. • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. Managing online information • I can explain how search engines work and how results are selected and ranked. • I can explain how to use search technologies effectively.			
Key Disciplinary Knowledge	Computer Science Scratch • Use a motion block algorithm for the purpose of a game • Use variables within a game • Solve more complex problems through debugging algorithms and programs • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play') • Use logical reasoning to detect and correct errors in more complex algorithms and programs **Digital Literacy** Self-image & identity • I can explain how identity online can be copied, modified, or altered.	**Information Technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose **Digital Literacy** How do I stay healthy and happy online? • I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	**Information Technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose **Digital Literacy** Clips • Export movie to be used in other apps	**Information Technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose **Digital Literacy** Online Reputation • I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Online bullying • I can explain how someone would report online bullying in different contexts.	**Information Technology** Numbers • Use basic formulae (add – subtract) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose	**Information Technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively • Appreciate how results are selected and ranked • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose **Digital Literacy** Copyright & ownership • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Year 5 Autumn 1				
Computer Science – Scratch				
Digital Literacy – Self Image & Identity – Online Relationships				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy	Use motion blocks	Use motion blocks for a purpose	Introducing variables	Using variables for a purpose
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Use motion blocks to add different movements to sprites (jumps, smooth movements) • Solve more complex problems through debugging algorithms and programs	• Use a motion block algorithm for the purpose of a game (maze/chase game) • Solve more complex problems through debugging algorithms and programs • Use logical reasoning to detect and correct errors in more complex algorithms and programs	• Introduce basic variables (counter/timer) • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play') • Use logical reasoning to detect and correct errors in more complex algorithms and programs	• Use variables within a game • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play') • Use logical reasoning to detect and correct errors in more complex algorithms and programs
Digital Literacy Disciplinary & Substantive Knowledge				
Digital Literacy Self-image & identity • I can explain how identity online can be copied, modified, or altered. Online relationships • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.			•	•
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Identity, online, modify, relationship, social media	Algorithm, input, output, trigger, motion, sequence, loop, condition, variable, broadcast, function,	Algorithm, input, output, trigger, motion, sequence, loop, condition, variable, broadcast, function,	Algorithm, input, output, trigger, motion, sequence, loop, condition, variable, broadcast, function,	Algorithm, input, output, trigger, motion, sequence, loop, condition, variable, broadcast, function,
Prior Learning				
Digital Literacy - Online Relationship **Year 4** • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. **Self-image & identity** • Explain how identity online can be copied, modified or altered. • Demonstrate responsible choices about my online identity, depending on context.		**Computer Science** **Year 2** • Add a sprite • Make a sprite move Adapt the size of a sprite Adapt the starting position of a sprite • Add a backdrop	**Computer Science** **Year 3** • Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites • Use repeat	**Computer Science** **Year 4** • Use input triggers (when I press the spacebar; when I click) • Use input triggers for different purposes (character say something; change backdrop) • Use receive & broadcast blocks within an algorithm • Use dialogue between two or more characters

Year 5 Autumn 2				
Information Technology – Pages				
Digital Literacy – Self Image & Identity – Managing Online Information (PSHE)				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Recap prior learning	Using & formatting tables	Using templates for a purpose	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
• Add image from photos • Use crop to alter image • Arrange image using text wrap • Add shape/icon • Format shape/icon (change colour/size/outline) • Arrange objects using text wrap • Remove background from inserted images • Use layers to ensure objects are shown correctly	• Use a table in a document • Format table (size, shape, colour) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use a template • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use a table in a document • Format table (size, shape, colour) • Create an eBook • Use a template • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Use a table in a document • Format table (size, shape, colour) • Create an eBook • Use a template • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. • I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	• I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. • I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	• I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. • I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	• I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. • I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	• I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. • I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Document, text, font, alignment, text box, image, object, layout, undo	Document, template, formatting, alignment, layout, margin, wrap text, hyperlink, insert, orientation	Document, template, formatting, alignment, layout, margin, wrap text, hyperlink, insert, orientation	Document, template, formatting, alignment, layout, margin, wrap text, hyperlink, insert, orientation	Document, template, formatting, alignment, layout, margin, wrap text, hyperlink, insert, orientation
Prior Learning				

Digital Literacy – Managing Online Information Year 4

- Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
- Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
- Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
- Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Information Technology – Pages Year 2

- open a document name a document
- Add text
- Can use undo
- Format text (change size/colour/font)
- Use templates to create a document

Information Technology – Pages Year 3

- Add image from photos
- Use crop to alter image
- Arrange image using text wrap
- Add shape/icon
- Format shape/icon (change colour/size/outline)
- Arrange objects using text wrap

Information Technology – Pages Year 4

- Remove background from inserted images
- Use layers to ensure objects are shown correctly

Year 5 – Spring 1				
Information Technology – Clips				
Digital Literacy – Managing Online Information				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap of prior learning	Adding Memojis	Using scenes for narrative purposes	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Use search technologies effectively • Appreciate how results are selected and ranked	• Name a new project • Use images and stickers • Use & manipulate text • Use soundtracks/music • Use live titles for effect • Rearrange clips	• Add Memojis • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Use scenes to create a narrative or effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Use scenes to create a narrative or effect • Add Memojis • Export movie to be used in other apps • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create, collect, analyse & evaluate data • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence			• I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).	
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Validity, reliability, sceptical, adverts, fact, opinion, belief	Project, clip, rearrange, timeline, sequence, background, soundtrack, music, title, effect, transition	Title, clip, rearrange, sequence, image, Memoji, filter, transition, trim, crop, template, animation	Title, clip, rearrange, sequence, image, Memoji, filter, transition, trim, crop, template, animation	Title, clip, rearrange, sequence, image, Memoji, filter, transition, trim, crop, template, animation
Prior Learning				

Prior Learning

Digital Literacy – Managing online information
Year 4
- Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
- Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
- Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
- Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Information Technology – Clips
Year 3
- Create a new project
- Name a new project
- Use images and stickers
- Use & manipulate text

Information Technology – Clips
Year 4
- Use soundtracks/music
- Use live titles for effect
- Rearrange clips

Year 5 – Spring 2				
Information Technology – iMovie				
Digital Literacy – Online Bullying & Online Reputation				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap prior learning	Transitions	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Format images and sounds • Edit objects (stretch, cut, reposition) • Add soundtracks/music • Add sounds/voiceover Add titles to a movie • Alter transitions • Alter speed of clips for effect • Use green screen function for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Alter transitions • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Alter transitions • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose	• Alter Transitions • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • create and present information for a purpose
Digital Literacy Disciplinary & Substantive Knowledge				
• I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be harmful	•		•	•
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Information, search, judgements, harmful, lasting, digital footprint	Project, timeline, clip, cut, transition, voiceover, music, crop	Project, clip, cut, trim, transition, overlay, audio, voiceover, clip duration, split, crop	Project, clip, cut, trim, transition, overlay, audio, voiceover, clip duration, split, crop	Project, clip, cut, trim, transition, overlay, audio, voiceover, clip duration, split, crop
Prior Learning				

Digital Literacy – Online Reputation
Year 4
• Describe how to find out information about others by searching online.
• Explain ways that some of the information about anyone online could have been created, copied or shared by others.

Information Technology – iMovie
Year 2
• Open a new movie
• Name a new movie
• Add still images to timeline using the photo app
• Add a voiceover

Information Technology – iMovie
Year 3
• Format images and sounds
• Edit objects (stretch, cut, reposition)
• Add soundtracks/music
• Add sounds/voiceover

Information Technology – iMovie
Year 4
• Add titles to a movie
• Alter transitions
• Alter speed of clips for effect
• Use green screen function for effect

		Year 5 – Summer 1		
		Information Technology – Numbers		
		Digital Literacy – Privacy & Security		
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap prior learning	Basic formula	Adding drawings	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Format table size • Add data to a table • Create a chart from a table • Format chart • Format table (font style, font size, centring) • Add icons for effect • Use multiple ways of presenting information on the same sheet	• Use basic formulae (add – subtract) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Add drawing for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose	• Use basic formulae (add – subtract) • Add drawing for effect • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • create, collect, analyse & evaluate data • create and present information for a purpose

		Digital Literacy Disciplinary & Substantive Knowledge		
Privacy & security • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Password, protection, services, privacy, geolocation, permission	Format, spreadsheet, cell, column, data, icon, cell reference, adjust	Format, spreadsheet, cell, column, data, formulae, cell reference	Format, spreadsheet, cell, column, data, formulae, cell reference	Format, spreadsheet, cell, column, data, formulae, cell reference

	Prior Learning	
Digital Literacy – Privacy & Security **Year 4** • Describe strategies for keeping personal information private, depending on context. • Explain that internet use is never fully private and is monitored, e.g. adult supervision. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent	**Information Technology – Numbers** **Year 3** • Open a document • Format table size • Add data to a table • Create a chart from a table	**Information Technology – Numbers** **Year 4** • Format chart • Format table (font style, font size, centring) • Add icons for effect • Use multiple ways of presenting information on the same sheet

Year 5 – Summer 2				
Information Technology – Keynote				
Digital Literacy – Copyright & Ownership				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap prior learning	Adding sound buttons	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images • Remove background from inserted images • Layer objects	• Add sound buttons	• Add sound buttons • Create a template from own design	• Add sound buttons • Create a template from own design
Digital Literacy Disciplinary & Substantive Knowledge				
• I can give examples of content that is permitted to be reused and know how this content can be found online. • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.			• I can demonstrate how to make references to and acknowledge sources I have used from the internet.	• I can demonstrate how to make references to and acknowledge sources I have used from the internet.
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Permitted, references, acknowledge	Slide, shape, image, background, table, font, background, theme, edit, layer, hyperlink, crop	Sound buttons, image, presentation, transition, animation, presenter notes, crop, interactive elements	Sound buttons, image, presentation, transition, animation, presenter notes, crop, interactive elements	Sound buttons, image, presentation, transition, animation, presenter notes, crop, interactive elements
Prior Learning				

Digital Literacy – Copyright & Ownership Year 4
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Information Technology – Keynote Year 2
- Open a new document
- Name a new document
- Add text
- Add slides
- Format text (change colour/size/font)

Information Technology – Keynote Year 3
- Add image from photos
- Add additional slides
- Add a shape/icon
- Format shape/icon (change colour/size)
- Use crop to alter images

Information Technology – Keynote Year 4
- Remove background from inserted images
- Layer objects

Year Six Curriculum Sequencing

	Year 6					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Substantive Skills and Knowledge	**Computer Science** **Scratch** • Use motion blocks to add more advanced movements to sprites (shrink, enlarge, flips) • Use more complex variables (when counter reaches 10, new level unlocked) **Digital Literacy** Self-Image & identity • I can explain the importance of asking until I get the help needed.	**Information Technology** Pages • Adapt template to own design • Create template from own design **Digital Literacy** What are the benefits of the internet? • I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. How do I use social media responsibly? • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). What can I do about online bullying? • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult • I can identify a range of ways to report concerns and access	**Digital Literacy** How do I stay safe on the internet? • I can identify, flag and report inappropriate content. • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). How does the media present information? • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • I understand the concept of persuasive design and how it can be used to influences peoples' choices. • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I	**Digital Literacy** Online Reputation • I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Online bullying • I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. • I can explain how someone would report online bullying in different contexts.	**Information Technology** Numbers • Use formulae for a purpose • Create simple forms to organise data **Digital Literacy** Privacy & security • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	**Information Technology** iMovie • Input media from other apps (music from garage band) **Digital Literacy**

support both in school and at home about online bullying
- I can explain how to block abusive users.
- I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

can explain why using these strategies are important.

-

Key Disciplinary Knowledge

Computer Science
Scratch
- Use a variety of variables within a game (score/speed).
- Program an end condition to games

- Solve more complex problems through debugging algorithms and programs
- Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play')
- Use logical reasoning to detect and correct errors in more complex algorithms and programs

Digital Literacy
Self-Image & identity
- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

Information Technology
Pages
- Use pages for a range of purposes

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively for intended purposes
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content
- create, collect, analyse & evaluate a wide range of data
- understand how to create and present information effectively for a range of purposes

PSHE
How do I stay healthy and happy online?
- I can explain how sharing something online may have an impact either positively or negatively.
- I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

How do online relationships compare to face-to-face?
- I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

Information Technology
Clips
- Apply skills independently for a range of purposes

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively for intended purposes
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content
- create, collect, analyse & evaluate a wide range of data
- understand how to create and present information effectively for a range of purposes

Digital Literacy
Managing online information
- I can explain how search engines work and how results are selected and ranked.
- I can explain how to use search technologies effectively.

Information Technology
Keynote
- Use assets from other apps within a presentation
- Apply skills independently for a range of purposes

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively for intended purposes
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content
- create, collect, analyse & evaluate a wide range of data
- understand how to create and present information effectively for a range of purposes

Information Technology
Numbers
- Apply skills independently for a range of purposes

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively for intended purposes
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content
- create, collect, analyse & evaluate a wide range of data
- understand how to create and present information effectively for a range of purposes

Information Technology
iMovie
- Apply skills independently for a range of purposes

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use search technologies effectively for intended purposes
- Appreciate how results are selected and ranked
- Be discerning in evaluating digital content
- create, collect, analyse & evaluate a wide range of data
- understand how to create and present information effectively for a range of purposes

Digital Literacy
Copyright & ownership
- I can demonstrate the use of search tools to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet.

		• I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. What is fake news? • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this • I can describe the difference between online misinformation and dis-information. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).				

Year 6 Autumn 1				
Computer Science – Scratch				
Digital Literacy – Self Image & Identity				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy	Advanced motion blocks	Complex Variables	A variety of variables	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Use motion blocks to add more advanced movements to sprites (shrink, enlarge, flips)	• Use motion blocks to add more advanced movements to sprites (shrink, enlarge, flips)	• Use a variety of variables within a game (score/speed).	• Program an end condition to games
Digital Literacy Disciplinary & Substantive Knowledge				
Digital Literacy *Self-Image & identity* • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. • I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed.	• Solve more complex problems through debugging algorithms and programs	• Solve more complex problems through debugging algorithms and programs • Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play')	• Understand how variables may impact programming (i.e. can be used to control information; need a reset function if designed to start from the same place each 'play')	• Use logical reasoning to detect and correct errors in more complex algorithms and programs
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Content, culture, inappropriate, race, religion, disability	Algorithm, input, output, trigger, motion, variable, loop, sequence, reset, broadcast, sensing	Algorithm, input, output, trigger, motion, variable, loop, sequence, reset, broadcast, sensing	Algorithm, input, output, trigger, motion, variable, loop, sequence, reset, broadcast, sensing	Algorithm, input, output, trigger, motion, variable, loop, sequence, reset, broadcast, sensing
Prior Learning	Prior Learning			
Digital Literacy **Self-Image & Identify** **Year 5** • I can explain how identity online can be copied, modified, or altered. **Year 4** • Explain how identity online can be copied, modified or altered. • Demonstrate responsible choices about my online identity, depending on context.	**Computer Science** **Year 2** • Add a sprite • Make a sprite move • Adapt the size of a sprite Adapt the starting position of a sprite • Add a backdrop	**Computer Science** **Year 3** • Add a sound • Record a sound • Edit sprite costumes • Add effects to sprites • Use repeat	**Computer Science** **Year 4** • Use input triggers (when I press the spacebar; when I click) • Use input triggers for different purposes (character say something; change backdrop) • Use receive & broadcast blocks within an algorithm • Use dialogue between two or more characters	**Computer Science** **Year 5** • Use motion blocks to add different movements to sprites (jumps, smooth movements) • Use a motion block algorithm for the purpose of a game (maze/chase game) • Introduce basic variables (counter/timer) • Use variables within a game

Year 6 - Autumn 2				
Information Technology – Pages				
Digital Literacy – Copyright & Ownership				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Recap prior learning	Adapting templates	Creating templates	Application of skills	Application of skills
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Add image from photos • Use crop to alter image • Arrange image using text wrap • Add shape/icon • Format shape/icon (change colour/size/outline) • Arrange objects using text wrap • Remove background from inserted images • Use layers to ensure objects are shown correctly Use a table in a document • Format table (size, shape, colour) • Use a template	• Adapt template to own design • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand how to create and present information effectively for a range of purposes	• Create template from own design • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand how to create and present information effectively for a range of purposes	• Adapt template to own design • Create template from own design • Use pages for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand how to create and present information effectively for a range of purposes	• Adapt template to own design • Create template from own design • Use pages for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand how to create and present information effectively for a range of purposes
Digital Literacy Disciplinary & Substantive Knowledge				
• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Document, template, formatting, alignment, layout, margin, wrap text, hyperlink, insert, orientation	Document, template, formatting, alignment, margin, master pages, customisation, export, orientation	Document, template, formatting, alignment, margin, master pages, customisation, export, orientation	Document, template, formatting, alignment, margin, master pages, customisation, export, orientation	Document, template, formatting, alignment, margin, master pages, customisation, export, orientation
Prior Learning				
Digital Literacy – Copyright & Ownership **Year 5** • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online.	**Information Technology – Pages** **Year 2** • open a document • name a document • Add text • Can use undo • Format text (change size/colour/font) • Use templates to create a document	**Information Technology – Pages** **Year 3** • Add image from photos • Use crop to alter image • Arrange image using text wrap • Add shape/icon • Format shape/icon (change colour/size/outline) • Arrange objects using text wrap	**Information Technology – Pages** **Year 4** • Remove background from inserted images • Use layers to ensure objects are shown correctly	**Information Technology – Pages** **Year 5** • Use a table in a document • Format table (size, shape, colour) • Create an eBook • Use a template

Year 6 – Spring 1				
Information Technology – Clips				
Digital Literacy – Managing Online Information				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Recap prior learning	Planning of concept	Application of skills for concept	Application of skills for concept	Application of skills for concept
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
• Appreciate how results are selected and ranked • Be discerning in evaluating digital content	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes •	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes
Digital Literacy Disciplinary & Substantive Knowledge				
Managing online information • I can explain how search engines work and how results are selected and ranked. • I can explain how to use search technologies effectively.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Online, search engine, technology, ranked, information	Crop, trip, split, filter, overlay, effect, voiceover, music, image, title, purpose, sequence	Crop, trip, split, filter, overlay, effect, voiceover, music, image, title, purpose, sequence	Crop, trip, split, filter, overlay, effect, voiceover, music, image, title, purpose, sequence	Crop, trip, split, filter, overlay, effect, voiceover, music, image, title, purpose, sequence
Prior Learning				
Digital Literacy - Managing Online Information • I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes may influence how people think about others. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully	**Information Technology – Clips** **Year 3** • Create a new project • Name a new project • Use images and stickers • Use & manipulate text	**Information Technology – Clips** **Year 4** • Use soundtracks/music • Use live titles for effect • Rearrange clips	**Information Technology – Clips** **Year 5** • Use scenes to create a narrative or effect • Add Memojis • Export movie to be used in other apps	

Year 6 – Spring 2				
Information Technology – Keynote				
Digital Literacy – Online Reputation & Online Bullying				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy	Digital Literacy	Recap prior learning	Planning a concept	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
		• Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images Remove background from inserted images • Layer objects • Add sound buttons • Create a template from own design • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes	• Use assets from other apps within a presentation • Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes
Digital Literacy Disciplinary & Substantive Knowledge				
• I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	• I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. • I can explain how someone would report online bullying in different contexts.			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Online, reputation, positive, negative, consequence, digital personality, anonymous	Bullying, digital, online, screengrab, report, context	image, presentation, transition, animation, presenter notes, crop, interactive elements	Action, layering, master slide, slide layout, animation, transition, interactive elements	Action, layering, master slide, slide layout, animation, transition, interactive elements
Prior Learning				
Digital Literacy – Online Reputation • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be harmful **Digital Literacy – Online Bullying** • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult • I can identify a range of ways to report concerns and access support both in school and at home about online bullying • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).		**Information Technology – Keynote Year 3** • Add image from photos • Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images	**Information Technology – Keynote Year 4** • Remove background from inserted images • Layer objects	**Information Technology – Keynote Year 5** • Add sound buttons • Create a template from own design

Year 6 – Summer 1

Information Technology – Numbers

Digital Literacy – Privacy & Security

Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	**Key skills focus**	**Key skills focus**	**Key skills focus**	**Key skills focus**
Digital Literacy	Recap prior learning	Planning of concept	Data collection	Present data
Key Disciplinary & Substantive Knowledge	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**	**Key Disciplinary & Substantive Knowledge**
	• Open a document • Format table size • Add data to a table • Create a chart from a table • Format chart • Format table (font style, font size, centring) • Add icons for effect • Use multiple ways of presenting information on the same sheet	• Use formulae for a purpose • Create simple forms to organise data • Apply skills independently for a range of purposes • create, collect, analyse & evaluate a wide range of data • understand how to create and present information effectively for a range of purposes	• Use formulae for a purpose • Create simple forms to organise data • Apply skills independently for a range of purposes • create, collect, analyse & evaluate a wide range of data • understand how to create and present information effectively for a range of purposes	• Use formulae for a purpose • Create simple forms to organise data • Apply skills independently for a range of purposes • create, collect, analyse & evaluate a wide range of data • understand how to create and present information effectively for a range of purposes

Digital Literacy Disciplinary & Substantive Knowledge

• I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.				
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**	**Key Vocabulary**
Password, security, update, privacy, phishing, scam, conditions, information	Format, spreadsheet, cell, column, data, formulae, cell reference	Format, spreadsheet, data, formulae, cell reference, function bar, import/export	Format, spreadsheet, data, formulae, cell reference, function bar, import/export	Format, spreadsheet, data, formulae, cell reference, function bar, import/export

Prior Learning

Digital Literacy – Privacy & Security • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples.		**Information Technology – Numbers** **Year 3** • Open a document • Format table size • Add data to a table • Create a chart from a table	**Information Technology – Numbers** **Year 4** • Format chart • Format table (font style, font size, centring) • Add icons for effect • Use multiple ways of presenting information on the same sheet	**Information Technology – Numbers** **Year 5** • Use basic formulae (add – subtract) • Add drawing for effect

Year 6 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Copyright & Ownership				
Session 1	Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Recap prior learning	Input media from other applications	Planning of a concept	Application of skills/creating content	Application of skills/creating content
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
	• Input media from other apps (music from garage band)	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively for intended purposes • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes •	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively for intended purposes • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes •	• Apply skills independently for a range of purposes • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use search technologies effectively for intended purposes • Be discerning in evaluating digital content • understand how to create and present information effectively for a range of purposes
Digital Literacy Disciplinary & Substantive Knowledge				
• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Search tools, referencing, acknowledge, source, online content	Project, media, clip, cut, transition, effect, voiceover, import, export, green screen, storyboard	Project, media, clip, cut, transition, effect, voiceover, import, export, green screen, storyboard	Project, media, clip, cut, transition, effect, voiceover, import, export, green screen, storyboard	Project, media, clip, cut, transition, effect, voiceover, import, export, green screen, storyboard
Prior Learning				
Digital Literacy – Copyright & Ownership Year 5 • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online.		Information Technology – iMovie Year 3 • Format images and sounds • Edit objects (stretch, cut, reposition) • Add soundtracks/music • Add sounds/voiceover	Information Technology – iMovie Year 4 • Add titles to a movie • Alter transitions • Alter speed of clips for effect • Use green screen function for effect	Information Technology – iMovie Year 5 • Alter Transitions