

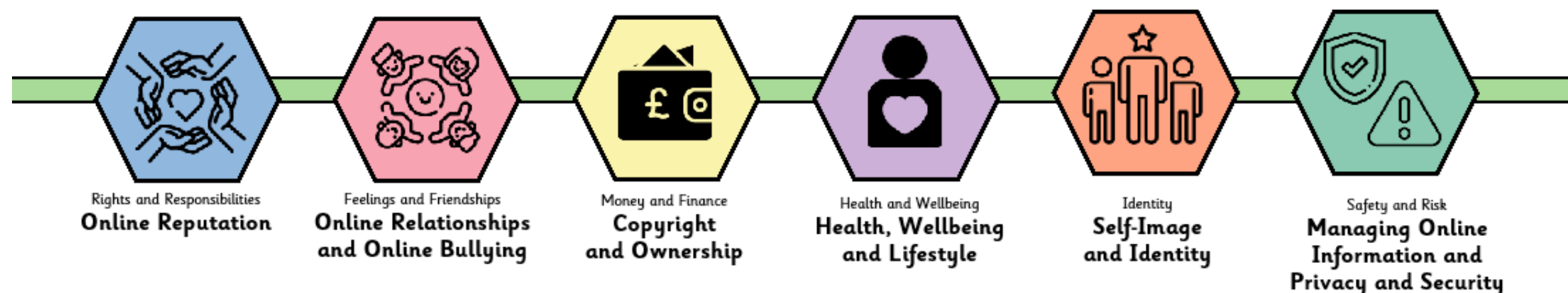


COMPUTING CURRICULUM, SEQUENCING AND OVERVIEW

LONG TERM CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 1	Digital Literacy						
	Digital Literacy	Information Technology Using Devices	Information Technology Pages	Computer Science Scratch Jr	Information Technology Keynote		Information Technology iMovie
Year 2	Digital Literacy						
	Digital Literacy	Information Technology Using Devices (revisit of learning)	Information Technology Pages	Computer Science Scratch	Information Technology Keynote		Information Technology iMovie
Year 3	Digital Literacy						
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy	Information Technology Keynote	Information Technology iMovie
Year 4	Digital Literacy						
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy	Information Technology Keynote	Information Technology iMovie
Year 5	Digital Literacy						
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy	Information Technology Keynote	Information Technology iMovie
Year 6	Digital Literacy						
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy	Information Technology Keynote	Information Technology iMovie

Digital literacy is a vital element of our safeguarding duty in today's increasingly connected world. As children are accessing digital technologies from an early age, we believe that they must be equipped with the knowledge, skills and understanding to navigate online environments safely, responsibly and confidently. By teaching digital literacy explicitly through dedicated units of learning, we ensure that pupils develop a secure understanding of key safeguarding themes. To support children's development of their understanding, our digital literacy aspect of our curriculum has links to our PSHE curriculum themes shown below.



Our approach to teaching digital literacy is through some aspects of the curriculum being direct, explicit units of learning; other aspects are embedded and interweaved purposefully throughout the rest of the computing curriculum. This approach enables pupils to apply their learning in meaningful contexts while reinforcing safe and responsible digital behaviours when technology is used. By combining in these approaches, we aim to develop digitally literate learners who can make informed decisions, recognise potential risks and thrive safely in an ever-evolving digital world.

KEY SUBSTANTIVE CONCEPTS & KNOWLEDGE

	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. 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.	- 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.
Reception	Copyright & ownership - I know that work I create belongs to me. - I can name my work, so it belongs to me.		
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 iMovie	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,	- 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. - 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. - I can 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 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 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 - I can explain how my online identity can be different to my offline identity 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.	Keynote - Animate objects using clicks and timings - Create transitions using clicks and timings Numbers - Format chart	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

	Online reputation - Describe how to find out information about others by searching online. Online bullying - 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). 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. – check this is in the overview - 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 what is meant by fake news. 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 and describe the benefits and risks 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.	- Format table (font style, font size, centring) - Add icons for effect 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.	Pages - Use a table in a document - Format table (size, shape, colour) - Create an eBook - Use a template 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)

	- 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.		
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. screengrabs. - 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.	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)

	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.		
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KEY DISCIPLINARY CONCEPTS & KNOWLEDGE

	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. 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.		
Reception			
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	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	

	- 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 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)	Pages - Use templates to create a document - Format text (change size/colour/font) 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 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. 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 - Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them - Explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this. 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 - Use multiple ways of presenting information on the same sheet	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 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	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

	- 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. 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).	Pages - Use pages 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

	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.		
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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	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 • Change sentences to adapt font choices i.e. "Change this sentence so that is it red" • Recount traditional tale	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 (<i>all about me/ a day at school/ different plants/ our playground</i>)	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
	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. • All about me' clip • Short report on the uncovering or 'Skara Brae'		iMovie • Q & A to Egyptian Pharoah • 'Day in the life' of someone i.e. Year 4 pupil. • Document a full science experiment • How to' guide (using a map/compass) • Individual Book review • Report on discovery of Tutankhamun	
	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
	iMovie • Product pitch for food project • Gaming vlog about previous coding project • Review of artwork • Advertisement for pizza (link to DT) • Review of key facts about Shang Dynasty		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 • Diary entry about a volcano • Visit Iceland mini vlog • News flash about significant event (i.e. eruption of volcano)	
	Numbers • Spreadsheets & formula for DT project (costings vs price) • 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 1 CURRICULUM SEQUENCING

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy Privacy & Security & Self-Image & Identity	Information Technology Using Devices	Information Technology Pages	Computer Science Scratch Jr	Information Technology Keynote	Information Technology iMovie
Skills and 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	- Open a document - Name a document - Add text - Can use undo - Format text (change size/colour/font) - Use templates to create a document	- 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 - 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	- Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover
Digital Literacy Concepts to Be Covered	Privacy & Security - 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 Self-image & identity - Recognise there may be people online who could make me feel sad, embarrassed or upset.	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, - Explain why work I create using technology belongs to me	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	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	Online Relationships - I can give examples of when I should ask permission to do something online and explain why this is important - I can explain why it is important to be considerate and kind to people online and to respect their choices - I can explain why things on person finds funny or sad online may not always be seen in the same way by others	Online Bullying I can describe how to behave online in ways that do not upset others and can give examples

	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.					
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Year 1 – Autumn 1				
Digital Literacy Privacy & Security & 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 Privacy & Security	Digital Literacy Privacy & Security	Digital Literacy Privacy & Security	Digital Literacy Self-Image & Identity	Digital Literacy Self-Image & Identity
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge				
Privacy & Security Explain that passwords are used to protect information, accounts and devices	Privacy & Security Recognise ore detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).	Privacy & Security Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	Self-image & identity Recognise there may be people online who could make me feel sad, embarrassed or upset.	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.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Password,PIN, information, safety, protect, strong, account	Personal information, likes, dislikes	Personal, data, personal information, safe adult	Online, upset, sad, embarrassed, help, support,, trusted adult	Online, upset, sad, embarrassed, help, support,, trusted adult
Prior Learning				
Digital Literacy Privacy & Security EY - 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. 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 – Using devices				
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 Focus Copyright & Ownership	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 photo/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				
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, - Explain why work I create using technology belongs to me	Copyright & Ownership Say why work belongs to me (e.g. I designed it/I filmed it)			
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 EY Copyright & ownership - I know that work I create belongs to me. - I can name my work, so it belongs to me.		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 – Spring 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 Managing Online Information	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
	- 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)	- open a document - name a document - Add text - Can use undo - Format text (change size/colour/font)
Digital Literacy Disciplinary & Substantive Knowledge				
Managing online information - 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	Managing online information Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.			
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 – 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 – Spring 2				
Computer Science – Scratch Jr				
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 Focus Copyright & Ownership	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				
Copyright & Ownership - Say why work belongs to me (e.g. I designed it/I filmed it) - Understand that work created by others does not belong to me even if I save a copy,	Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)	Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)	Copyright & Ownership Explain why work I create using technology belongs to me	
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 EY Copyright & ownership - I know that work I create belongs to me. - I can name my work, so it belongs to me.	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 Continued			
Computer Science – Scratch Jr			
Digital Literacy – Privacy & Security			
Session 6	Session 7	Session 8	Session 9
Key skills focus Key skills focus	Key skills focus	Key skills focus	Key skills focus
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
- 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			
Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)	Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)	Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)	Copyright & Ownership Save work under a suitable title/name so that others know it belongs to me (e.g. Filename, name on content)
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
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 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 Online Relationships	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				
Online Relationships - I can give examples of when I should ask permission to do something online and explain why this is important - I can explain why it is important to be considerate and kind to people online and to respect their choices - I can explain why things on person finds funny or sad online may not always be seen in the same way by others				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Copy, information, permission	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 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.	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 2				
Information technology – iMovie				
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 Online Bullying	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				
Online Bullying I can describe how to behave online in ways that do not upset others and can give examples				
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 – 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 2 CURRICULUM SEQUENCING

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy	Information Technology Using devices (revisit)	Information Technology Pages	Computer Science Scratch	Information Technology Keynote	Information Technology iMovie
Skills and 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 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	- Open a document - Name a document - Add text - Can use undo - Use templates to create a document - Format text (change size/colour/font)	- Add a sprite - Make a sprite move - Adapt the size of a sprite - Adapt the starting position of a sprite - Add a backdrop	- Open a new document - Name a new document - Add text - Add slides - Format text (change colour/size/font)	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover
Digital Literacy Concepts to Be Covered	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 - 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	Managing online information - Use simple keywords in search engines - Demonstrate how to navigate a simple webpage to get information I need - 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	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	Online Reputation - Explain how information put online about someone can last for a long time - I can describe how anyone's online information could be seen by others - 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	Copyright & Ownership - Recognise that content on the internet may belong to other people Describe why other people's work belongs to them 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 - Explain how some people may have devices in their homes connected to the internet and give examples

	pressure to agree something I am unsure about or don't 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					(lights, fridges, toys, televisions)
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Year 2 – Autumn 1				
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 Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
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
Suitable, help, supervision, risks, communicate, technology	Consent, permission, post, comments, suitable, risk, help	Permission, deny, support, trust, suitable, help	Feelings, positive, concerns, right, technology	Permission, understanding, empathise, feelings,
Prior Learning				
Digital Literacy – Online Relationships Year 1 - I can give examples of when I should ask permission to do something online and explain why this is important - I can explain why it is important to be considerate and kind to people online and to respect their choices - I can explain why things on person finds funny or sad online may not always be seen in the same way by others			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 – Using devices				
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 Managing Online Information	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				
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		Managing Online Information I can explain what voice activated searching is and how it might be used, and know that it is not a real person	Managing Online Information Use simple keywords in search engines	Managing online information Demonstrate how to navigate a simple webpage to get information I need
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Safe, online, trust, imaginary, made up, information	Camera, photograph, video, purpose	Application, find, iPad, use, need,	Keyboard, qwerty, type,	Search engine, safety, safely, images, information
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			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 – Spring 1				
Information Technology – Pages				
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 Self-Image & Identity	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				
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
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 – Self-image & identity Year 1 - 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.		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 2				
Computer Science – Scratch				
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 Online Reputation	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				
Online Reputation - Explain how information put online about someone can last for a long time - Know who to talk to if something has been put online without consent or if its incorrect	Online Reputation Can describe how anyone's online information could be seen by others			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Imaginary, real, information, safety, trust, consent	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 – Online Reputation Year 1 - Recognise that information can stay online and could be copied - Describe what information I should not put online without asking a trusted adult first		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 – Spring 2 Continued		
Computer Science – Scratch		
Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus
Application of skills	Application of skills	Application of skills
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
Digital Literacy Disciplinary & Substantive Knowledge		
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
Prior Learning		
Digital Literacy		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				
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 Online Bullying	Digital Literacy Focus Online Bullying	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				
Online Bullying Explain what bullying is, how people may bully others and how bullying can make someone feel	Online Bullying - Explain why anyone who experiences bullying is not to blame - Talk about how anyone experiencing bullying can get help			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Emotions, awareness, bullying, online, offline	Behaviour, intentional, reasons, target, bullying, online	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 Bullying Year 1 can describe how to behave online in ways that do not upset others and can give examples	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 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Copyright & Ownership: 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 Privacy & Security	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				
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'	Privacy & Security Describe and explain rules for keeping personal information private	Privacy & Security Explain how some people may have devices in their homes connected to the internet and give examples (lights, fridges, toys, televisions)	Copyright & Ownership Recognise that content on the internet may belong to other people	Copyright & Ownership 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 - 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, - Explain why work I create using technology belongs to me 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		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 3 CURRICULUM SEQUENCING

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information technology Numbers	Information Technology Keynote	Information Technology iMovie
Skills and Knowledge		- 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 Why do people filter real life?	- Add image from photos - Add shape/icon - Format shape/icon (change colour/size) - Use crop to alter images - Add text boxes - Format text boxes - 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	- Open a document - Format table size - Add data to a table - Create a chart from a table - 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	- 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 - Use search technologies effectively - Appreciate how results are selected and ranked - 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 - Use search technologies effectively - Appreciate how results are selected and ranked - Be discerning in evaluating digital content
Digital Literacy Concepts to Be Covered	Online Relationships - 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. - I can explain the importance of giving and gaining permission before sharing things online; how	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.	Online Reputation - 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	Self-Image & Identity - 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	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). - Demonstrate how to use key phrases in search engines to gather accurate information online.	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.

	the principle of sharing online is the same as sharing offline e.g. sharing images and videos • 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.				• 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.	
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Year 3 – Autumn 1				
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 Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships	Digital Literacy Online Relationships
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge				
Online Relationships - 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	Online Relationships 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.	Online Relationships I can 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	Online Relationships Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	Online Relationships Explain how someone's feelings can be hurt by what is said or written online.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Communicate, language, online, friends,	Trust, information, like, dislike, friends, family	Giving, gaining, permission, online, offline, sharing	Giving, gaining, permission, online, offline, sharing	Feelings, communicate, friends emotions
Prior Learning				
Digital Literacy – Online Relationships Year 1 - I can give examples of when I should ask permission to do something online and explain why this is important - I can explain why it is important to be considerate and kind to people online and to respect their choices - I can explain why things on person finds funny or sad online may not always be seen in the same way by others 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 - 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				

Year 3 – Autumn 2					
Computer Science – Scratch					
Digital Literacy - Online Bullying					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
	Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Online Bullying	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	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					
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.					
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Kind, unkind, feelings, harmful, online,	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 – 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			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 1				
Information Technology – Pages				
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 Online Reputation	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				
Online Reputation - 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
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 – Online Reputation Year 2 - Explain how information put online about someone can last for a long time - I can describe how anyone's online information could be seen by others - 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 – 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 – Spring 2				
Information Technology – Numbers				
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 Self-Image & Identity	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				
Self-Image & Identity - Explain what is meant by the term 'identity'. - Explain how people can represent themselves in different ways online		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		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Identity, avatar, platform, social media	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 – 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			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 1					
Information Technology – Keynote					
Digital Literacy – Managing Online Information					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus Managing Online Information	Digital Literacy Focus Managing Online Information	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	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					
Managing online information - 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. - 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.	Managing online information Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	Managing online information Explain how the internet can be used to sell and buy things.	Managing online information Demonstrate how to use key phrases in search engines to gather accurate information online.	Managing online information Explain what autocomplete is and how to choose the best suggestion.	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Belief, opinion, post, video, fact, credible, evidence	Belief, opinion, post, video, fact, credible, evidence	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 – Managing Online Information Year 2 - Use simple keywords in search engines - Demonstrate how to navigate a simple webpage to get information I need - 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 – Keynote Year 2 - Open a new document - Name a new document Add text - Add slides - Format text (change colour/size/font)		

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
Digital Literacy Copyright & Ownership	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
	- Open a new movie - Name a new movie - Add still images to timeline using the photo app - Add a voiceover - 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				
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 Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Rights, content, internet, permission, copying	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 4 CURRICULUM SEQUENCING

	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy Information Technology Keynote	Information Technology iMovie
Skills and Knowledge		- 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 - 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	- 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 - Be discerning in evaluating 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 - 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	- Animate objects using clicks and timings - Create transitions using clicks and timings - Remove background from inserted images - Layer objects - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use search technologies effectively - Be discerning in evaluating digital content - create, collect, analyse & evaluate data - 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 - 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 Concepts to Be Covered	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). - Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and	Privacy & Security - I can describe strategies for keeping personal information private, depending on context - I can explain that internet use is never fully private and is monitored - I can 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	Online reputation - 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. Privacy & security - Describe strategies for keeping personal information private, depending on context. - Describe how some online services may seek consent to store information about	Online Bullying - Recognise when someone is upset, hurt or angry online - Describe ways people can be bullied through a range of media (image, video, text, chat) - 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).	Online Relationships - I can describe strategies for safe and fun experiences in a range of online social environments (livestreaming, gaming platforms) - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours - I can explain how content shared online may feel unimportant to one person but may be important to	Copyright & ownership - Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images - 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.

	that my decisions are respected by others. - 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 what is meant by fake news. 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 and describe the benefits and risks - Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	this has on online services asking for consent	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.		other people's thoughts, feelings and beliefs Self-Image & Identity - I can explain how my online identity can be different to my offline identity - Describe positive ways f or someone to interact with others online and understand how this will positively impact on how others perceive them - Explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.	
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Year 4 – Autumn 1				
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 Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge				
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).	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.	Managing Online Information 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.	Managing Online Information Explain what is meant by fake news. Why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	Managing Online Information - Explain that technology can be designed to act like or impersonate living things and describe the benefits and risks - Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Belief, opinion, fact, evidence, content, decisions	Online searching, judgement, accuracy	Recommendation, encourage, influence, product placement, advertise	Harmful. Hoax, share, false, intent,	Bot, impersonate, opinion, belief, algorithm
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.				

Year 4 – Autumn 2				
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 Privacy & Security	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				
Privacy & Security - I can describe strategies for keeping personal information private, depending on context - I can 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	Privacy & Security I know what the digital age of consent is and the impact this has on online services asking for consent	Privacy & Security I can explain that internet use is never fully private and is monitored		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Over-sharing, personal information, private, passwords,	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 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 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	

Year 4 – Spring 1				
Information Technology – Pages				
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 Privacy & Security	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				
Online reputation - 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.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Posted, alter, information, untrue, consent,	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 – Privacy & Security 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 – 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)

Year 4 – Spring 2				
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 Online Bullying	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				
Online Bullying - Recognise when someone is upset, hurt or angry online - Describe ways people can be bullied through a range of media (image, video, text, chat)	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).			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Behaviour, bullying, upset, hurt, angry, emotions, symptoms,	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 – Online Bullying Year 3 - 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.			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 1					
Information Technology – Keynote					
Digital Literacy – Online Relationships / Self-Image & Identity					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key skills focus	Key skills focus		Key skills focus	Key skills focus	Key skills focus
Digital Literacy Online Relationships	Digital Literacy Self-Image & Identity	Digital Literacy Self-image & Identity	Recap prior learning	Editing & Layering	Application of skills
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
			- Be discerning in evaluating digital content - create and present information for a purpose - Use technology purposefully to create, organise, store, manipulate and retrieve digital content	- 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					
Online Relationships - I can describe strategies for safe and fun experiences in a range of online social environments (livestreaming, gaming platforms) - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours - I can 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 - I can explain how my online identity can be different to my offline identity - Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them	Self-Image & Identity Explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.			
Key Vocabulary		Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Safe, unsafe, responsible, embarrassed, gaming platform	Online, online identity, interact, choices, profile	Motive, impersonation, personal, reputation, relationship,	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 Year 3 Online Relationships Describe ways people who have similar likes and interests can get together online.			Information Technology – Keynote Year 2 - Open a new document - Name a new document Add text	Information Technology – Keynote Year 3 Add image from photos	

• 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. • I can 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 • 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. Self-Image & Identity Year 3 • 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	• Add slides • Format text (change colour/size/font)	• Add additional slides • Add a shape/icon • Format shape/icon (change colour/size) • Use crop to alter images
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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 Copyright & Ownership	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				
Copyright & ownership Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images			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.	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Recognise, search engine, content, social media, 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 5 CURRICULUM SEQUENCING

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy Managing Online Information Information Technology Keynote	Information Technology iMovie
Skills and Knowledge		- Use motion blocks to add different movements to sprites (jumps, smooth movements) (maze/chase game) - Introduce basic variables (counter/timer) - 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	- 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 - 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	- Add drawing for effect - 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	- Add sound buttons - Create a template from own design - 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	- Alter transitions - 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 Concepts to Be Covered	Online bullying • 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 (ChildLine/the mix)	Online relationships • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • I can give examples of technology-specific forms of communication e.g. emojis, memes and GIFs) • 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 • I can demonstrate how to support others (including those who are having difficulties) online	Online Reputation • Can search for information about an individual online and summarise the information found • Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect	Self-image & identity • I can explain how identity online can be copied, modified, or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context	Managing online information • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation. I can explain how some technology can limit the information I am presented with • 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. commercial companies or 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.	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 (friends, contacts, likes, images, videos, voice, messages, geolocation) with others • I can explain what app permissions are and can give some examples Copyright & ownership • I can give examples of content that is permitted to be reused and know how this content can be found online. • I can assess and justify when it is acceptable to use the work of others.
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					I can explain what is meant by a hoax. I can explain why someone would need to think carefully before they share.	
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Year 5 Autumn 1				
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 Online Bullying	Digital Literacy Online Bullying	Digital Literacy Online Bullying	Digital Literacy Online Bullying	Digital Literacy Online Bullying
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge				
Online Bullying Can recognise online bullying can be different to bullying in the physical world and can describe some of those differences	Online Bullying I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying	Online Bullying I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult	Online Bullying - 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	Online Bullying I can describe the helpline services which can help people experiencing bullying and how to access them (ChildLine/the mix
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Harmful, upstander, report, bullying	Banter, experience, personal, perceive,	Report, harmful, identify, danger, online	Responsible adult, danger, identify, abuse, block, report	Responsible adult, danger, identify, abuse, block, report
Prior Learning				
Digital Literacy – Online Bullying Year 4 - Recognise when someone is upset, hurt or angry online - Describe ways people can be bullied through a range of media (image, video, text, chat) - 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). Year 3 - 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.				

Year 5 Autumn 2				
Computer Science – Scratch				
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 Online Relationships	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				
Online Relationships - 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 demonstrate how to support others (including those who are having difficulties) online	Online Relationships I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Online Relationships I can give examples of technology-specific forms of communication e.g. emojis, memes and GIFs)		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Community, collaborate, belonging, characteristics, positive, negative	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.		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 Spring 1				
Information Technology – Pages				
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 Online Reputation	Recap prior learning	Using & formatting tables	Using templates for a purpose	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
Digital Literacy Disciplinary & Substantive Knowledge				
Online Reputation - Can search for information about an individual online and summarise the information found - Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Accurate, search engine, reliable, credible,	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 – 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 – 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 2				
Information Technology – Numbers				
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 Self-Image & Identity	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				
Self-image & identity - I can explain how identity online can be copied, modified, or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context				
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 – Self-Image & Identity Year 4 - I can explain how my online identity can be different to my offline identity - Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them - Explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.		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 1				
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 Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information	Digital Literacy Managing Online Information
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge				
Managing Online Information - I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation. I can explain how some technology can limit the information I am presented with - I can explain what is meant by being sceptical – I can give examples of when and why it is important to be sceptical	Managing Online Information - 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	Managing Online Information - 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. commercial companies or vloggers, content creators, influencers)	Managing Online Information 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	Managing Online Information - 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 before they share.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Digital content, benefit, limitation, search technology, voice-activation	Genuine, reliable, fact, opinion, belief, validity, reliability, evidence	Personalised, interests, targeted, information, helpful, unhelpful	Stereotype, amplify, viewpoint, influencer, challenge	False information, harmful, intent, information, disinformation
Prior Learning				
Digital Literacy – Managing online information Year 4 - 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). - 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 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 what is meant by fake news. 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 and describe the benefits and risks - Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.				

Year 5 – Summer 1 Continued			
Information Technology – Keynote			
Session 2	Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus	Key skills focus
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
- 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			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
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			
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 5 – Summer 2				
Information Technology – iMovie				
Digital Literacy – Privacy & Security/ 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 Privacy & Security	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				
Privacy & security I can explain how many free apps or services may read and share private information (friends, contacts, likes, images, videos, voice, messages, geolocation) with others	Privacy & security I can explain what a strong password is and demonstrate how to create one.	Privacy & Security I can explain what app permissions are and can give some examples	Copyright & ownership I can give examples of content that is permitted to be reused and know how this content can be found online.	Copyright & Ownership I can assess and justify when it is acceptable to use the work of others.
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 – Copyright & Ownership Year 4 - Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images - 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. Privacy & Security Year 4 - I can describe strategies for keeping personal information private, depending on context		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

• I can explain that internet use is never fully private and is monitored • I can 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			
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YEAR 6 CURRICULUM SEQUENCING

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Literacy	Computer Science Scratch	Information Technology Pages	Information Technology Numbers	Digital Literacy / Information Technology Keynote	Information Technology iMovie
Skills and Knowledge		- Use motion blocks to add more advanced movements to sprites (shrink, enlarge, flips) - Use more complex variables (when counter reaches 10, new level unlocked) - 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	- Adapt template to own design - Create template from own design - 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	- Use formulae for a purpose - Create simple forms to organise data - 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	- 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	- 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 Concepts to Be	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	Online Relationships - 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	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.	Self-Image & identity - I can explain the importance of asking until I get the help needed. - 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	Privacy & Security - I can describe effective ways people can manage passwords (storing securely or saving 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	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.

	'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 for fake news) • I understand the concept of persuasive design and how it can be used to influence 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 • 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 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. Sharing or misinformation and disinformation) • I can identify, flag and report inappropriate content.	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. screengrabs. • 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 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.	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.	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 (eg. Scams/ phishing) • I know that online services have terms and conditions that govern their use.	
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Year 6 – Autumn 1				
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 Managing Online Information	Digital Literacy Focus Managing Online Information	Digital Literacy Focus Managing Online Information	Digital Literacy Focus Managing Online Information	Digital Literacy Focus Managing Online Information
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
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.	Managing online 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	Managing online information - I can define the terms influence manipulation and persuasion and explain how someone might encounter these online (e.g. advertising and ad-targeting for fake news) - I understand the concept of persuasive design and how it can be used to influences peoples' choices	Managing online information - 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 recognise this - I can describe the difference between misinformation and dis-information	Managing online 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. Sharing or misinformation and disinformation) - I can identify, flag and report inappropriate content.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Search engine, technology, selected, ranked, algorithm, prioritise	Fact, opinion, persuasion, popularity, promoting	Influence, manipulation, opinion, fact, persuasion	Analyse, evaluate, validity fact, content, trustworthy	Information, disinformation, viral, fake news, report, inappropriate
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. I can explain how some technology can limit the information I am presented with - 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. commercial companies or 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 before they share.				

Year 6 Autumn 2				
Computer Science – Scratch				
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 Online Relationships	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				
Online Relationships I can explain how sharing something online may have an impact either positively or negatively.	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.	Online Relationships I can describe how things shared privately online can have unintended consequences for others. e.g. screengrabs.	Online Relationships 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.	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Consequence, share, online, event, response, outcome,	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 - Online Relationships Year 5 - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. - I can give examples of technology-specific forms of communication e.g. emojis, memes and GIFs) - 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)	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

• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult • I can demonstrate how to support others (including those who are having difficulties) online				
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Year 6 – Spring 1				
Information Technology – Pages				
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 Online Bullying	Recap prior learning	Adapting templates	Creating templates	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
Digital Literacy Disciplinary & Substantive Knowledge				
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.		Online Reputation I can explain the ways in which anyone can develop a positive online reputation.	Online Reputation I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	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 – Online Reputation Year 5 Online Reputation - Can search for information about an individual online and summarise the information found - Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect	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

Online Bullying
Year 5

- 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 (ChildLine/the mix

Year 6 – Spring 2				
Information Technology – Numbers				
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 Self-Image & Identity	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				
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.	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.	Self-Image & identity I can explain the importance of asking until I get the help needed.		
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 – Self-Image & Identity Year 5 Self-image & identity - I can explain how identity online can be copied, modified, or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context		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 1			
Digital Literacy Privacy & Security			
Session 1	Session 2	Session 3	Session 4
Key skills focus	Key skills focus	Key skills focus	Key skills focus
Digital Literacy Focus Privacy & Security	Digital Literacy Focus Privacy & Security	Digital Literacy Focus Privacy & Security	Digital Literacy Focus Privacy & Security
Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge	Key Disciplinary & Substantive Knowledge
Digital Literacy Disciplinary & Substantive Knowledge			
Privacy & Security - I can describe effective ways people can manage passwords (storing securely or saving in the browser) - I can explain what to do if a password is shared, lost or stolen.	Privacy & Security I can describe how and why people should keep their software and apps up to date, e.g. auto updates	Privacy & Security I can describe simple ways to increase privacy on apps and services that provide privacy settings	Privacy & Security - 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 (eg. Scams/phishing) - I know that online services have terms and conditions that govern their use.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Password, protection, social engineering, stolen, prevention, password theft	Software, updates, auto update, bugs, security operating system,	Permission, information, access, privacy, responsibility	Scam, phishing, motive, information,
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 (friends, contacts, likes, images, videos, voice, messages, geolocation) with others - I can explain what app permissions are and can give some examples			

Year 6 – Summer 1 – Continued		
Information Technology – Keynote		
Session 3	Session 4	Session 5
Key skills focus	Key skills focus	Key skills focus
Recap prior learning	Planning a concept	Application of skills
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		
Key Vocabulary	Key Vocabulary	Key Vocabulary
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		
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 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 Copyright & Ownership	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				
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.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Search, reuse, reference, content, filter, public domain, sources	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