



## Computing Long Term Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p><b>Ourselves</b> Our families Different homes People in our Community <b>Online Safety</b></p>	<p><b>School</b> Kindness &amp; Friendship We are Unique <b>Physical Development</b></p>	<p>Winter/ Ice Arctic animals Seasons Fairies <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b></p>	<p><b>Our World</b> Rainforest/ Jungle Aeroplanes &amp; Airports <b>Understanding the World</b></p>	<p><b>Dinosaurs</b> <b>Superheroes</b> <b>Literacy</b></p>	<p><b>Castles</b> <b>Digital Literacy and Online Technologies</b></p>
1	<p><b>A Toy Story</b> Toys then and now (History) <b>1:1 Online Safety</b>  2DIY Multimedia</p>	<p><b>Hairy Tales &amp; Nursery Rhymes</b> Traditional Tales (Geography) <b>1.2 Grouping and Sorting</b>  2Paint 2DIY Unplugged</p>	<p><b>Cosmic Galaxy</b> Space (Science) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b> Technology - World Around Us</p>	<p><b>Down at the bottom of the Garden</b> Plants &amp; Growing (science) <b>1.8 Spreadsheets</b>  2Code 2Create 2DIY Game Creation</p>	<p><b>Beach Odyssey</b> Seaside Grace Darling (History and Geography) <b>1.3 Pictograms</b>  BeeBots 2Code Animation</p>	<p><b>Enchanted Forest</b> Shakespeare - A Midsummer night's Dream Fairies, Magic &amp; Fantasy <b>Digital Literacy and Online Technologies</b>  2Code 2DIY</p>
2	<p><b>Exploring Down Under</b> Australia (Geography) <b>2.2 Online Safety</b>  2Publish 2Paint</p>	<p><b>Remember, Remember</b> Gunpowder Plot Great Fire of London (History) <b>2.5 Effective Searching</b>  Unplugged 2Graph 2Code</p>	<p><b>Night Time</b> Nocturnal Animals Monsters (Art/DT) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b>  2Create 2DIY</p>	<p><b>Bog Baby</b> Seasonal Changes (Science) <b>Digital Literacy and Online Technologies</b> Technology - World Around Us Making Music 2Sequence</p>	<p><b>George &amp; the Dragon</b> Dragons British Isles (Geography) <b>2.3 Spreadsheets</b>  Scratch 2Code</p>	<p><b>Wonderful Wizards</b> Shakespeare-The Tempest (History) <b>2.8 Presenting Ideas</b>  2Code</p>
3	<p><b>The Stone Age</b> (History) <b>3.2 Online Safety</b> Programming 2Publish 2Code</p>	<p><b>Rule Britannia!</b> British Isles (Geography) <b>3.9 Presenting Ideas</b>  PowerPoint 2Code Unplugged</p>	<p><b>Poles Apart</b> (Science/Geography) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b> Digital Devices 2Code</p>	<p><b>Walk Like an Egyptian</b> (History) <b>3.3 Spreadsheets</b>  2Email 2Create a Story 2DIY - Pairs</p>	<p><b>The Secret Garden</b> Plants &amp; Growing (Science) <b>Digital Literacy and Online Technologies</b>  2Animate - Plants 2Code</p>	<p><b>Rotten Romans</b> Shakespeare - Julius Caesar (Art/DT) <b>3.6 Branching Databases</b> Arkventure Romans Technology - World Around Us</p>
4	<p><b>Much Ado About Kenilworth</b> Shakespeare - Much Ado About Nothing Local History The Tudors (History) <b>4.2 Online Safety</b> 2Design and Make Lego We Do</p>	<p><b>Intrepid Explorer- Shackleton</b> Antarctica (Geography) <b>4.7 Effective Searching</b>  2Paint Silhouette Studio - CAD</p>	<p><b>Inspirational Inventors</b> Inventors &amp; Inventions (D&amp;T/ Science) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b>  Animation Lego We Do</p>	<p><b>Intrepid Explorers- Darwin</b> Amazon Rainforest (Science/ Geography) <b>4.3 Spreadsheets</b>  2Branch 2Code</p>	<p><b>Wolves</b> Wolf fiction, poetry &amp; non-fiction (Art &amp; DT) <b>4.4 Writing for Different Audiences</b>  2Code Lego We Do</p>	<p><b>Invaders and Raiders</b> Anglo-Saxons (History) <b>Digital Literacy and Online Technologies</b> Making Music 2Logo</p>

5	<b>Out of this World</b> Space (Science) <b>5.2 Online Safety</b> Lego We Do Scratch	<b>Kesuke's Kingdom</b> Biomes-World Habitats (Geography) <b>5.8 Word Processing (Word)</b> Website - MS Sway Lego We Do	<b>The Vikings are Coming</b> Vikings Norse Myths (History) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b> iMovie Scratch	<b>Wild at Heart</b> Animal poetry (Art/DT) <b>Digital Literacy and Online Technologies</b> Animation	<b>H2O</b> Rivers & Coasts Water Cycle (Geography) <b>5.4 Databases</b> SWAY - Whitby Blog	<b>Chariots of Fire</b> Ancient Greece Olympics Shakespeare - Twelfth Night (History) <b>5.3 Spreadsheets</b> Scratch AI - Machine Learning
6	<b>Mysterious Mayans</b> Mayans Historical artefacts (History) <b>6.2 Online Safety</b> Unplugged Coding - Rapid Router	<b>What a Disaster!</b> Volcanoes/Earthquakes/ Tsunamis (Geography) <b>Digital Literacy and Online Technologies</b> Stop Motion Animation	<b>Shine A Light</b> Refugees & Migrants (Light-Science/ PSHE) <b>Internet Safety Week</b> <b>Digital Literacy and Online Technologies</b> Broadcast - News Report	<b>All the World's a Stage</b> Macbeth The Globe Theatre Shakespeare's London Stratford upon Avon (History) <b>6.9 Spreadsheets</b> Kodu	<b>'Tales from Outer Suburbia'</b> Short Story Writing <b>6.5 Text Adventures</b> Excel - Formulas iMovie Trailer	<b>We'll Meet Again</b> World War 2 (History/Geography/ PHSE) <b>6.4 Blogging</b> Rapid Router - Python Binary

**Data Handling and Multimedia**, **Digital Literacy and Online Technologies**, **Online-Safety** units teachers to follow Purple Mash Computing Planning Scheme  
**Programming** units to be taught during PPA

## THE LONG TERM PLAN

Programming	Data Handling and Multimedia	Digital Literacy and Online Technologies	Online-Safety
<b>Key Stage One</b>			
<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Recognise common uses of information technology beyond school</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
<b>Key Stage Two</b>			
<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how [search] results are selected and ranked and be discerning in evaluating digital content.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

### PROGRAMMING: KEY STAGE 1

<b>INSTRUCT!</b>	<p><b>Making things happen</b></p> <ul style="list-style-type: none"> <li>• Give instructions to make things happen EG: Get in the car, watch TV, catch a dinosaur.</li> <li>• Sort picture cards to make things happen.</li> <li>• Control toys on a map / grid.</li> <li>• Control robotic people.</li> <li>• Give single spoken instructions.</li> <li>• Give a series of spoken instructions.</li> <li>• Record a series of instructions using any 'code' and test - debug if necessary.</li> <li>• Predict and then follow someone else's recorded instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Toys</li> <li>• People</li> <li>• Maps</li> <li>• Plans</li> <li>• Grids</li> <li>• Sequence cards</li> <li>• Beebots</li> <li>• Barefoot Unplugged</li> </ul>
<b>ROBOTS</b>	<p><b>Controlling floor robots</b></p> <ul style="list-style-type: none"> <li>• Give single commands to make the robot move.</li> <li>• Give a series of commands (a program) to make the robot move.</li> <li>• Record a series of instructions (program) and test.</li> <li>• Predict and then follow someone else's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Beebots</li> <li>• Maps / Grids</li> <li>• Beebot app</li> </ul>

<b>LOGO</b>	<b>Control an on-screen object</b> <ul style="list-style-type: none"> <li>Write single LOGO commands to move a turtle around the screen to draw shapes, letters, simple pictures and patterns.</li> <li>Write a sequence of LOGO commands to move a turtle around the screen to draw shapes, letters, simple pictures and patterns.</li> <li>Use the REPEAT command in a LOGO sequence to move a turtle around the screen to draw shapes, letters, simple pictures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>(Textease Turtle)</li> <li>2Go</li> <li>Purple Mash - Logo</li> <li>Purple Mash - 2Go</li> <li>Purple Mash - 2Code</li> </ul>
<b>CREATE!</b>	<b>Create a simple activity / game</b> <ul style="list-style-type: none"> <li>Plan, design, and program to create a game, model or activity.</li> <li>Create a pattern using LOGO.</li> <li>Create a game using 2DIY.</li> <li>Create an animation using Scratch or 2Animate.</li> <li>Create a story using 2Create a Super Story.</li> </ul>	<ul style="list-style-type: none"> <li>(Textease Turtle)</li> <li>Purple Mash - 2DIY</li> <li>2Create A Super Story</li> <li>Scratch</li> <li>2Animate (ipad)</li> </ul>
<b>PROGRAMMING: LOWER KEY STAGE 2</b>		
<b>PROGRAM!</b>	<b>Complete a Series of On-screen Challenges and Tasks</b> <ul style="list-style-type: none"> <li>Pupils work through some programming challenges to build up their knowledge of the programming language</li> <li>Use and combine the knowledge and skills learnt to create a simple image or animation using the programming language.</li> </ul>	<ul style="list-style-type: none"> <li>(Textease Turtle)</li> <li>Scratch</li> <li>Purple Mash - 2Code</li> <li>Beebots</li> </ul>
<b>EXPLORE!</b>	<b>Create a Visual Display / Physical Model</b> <ul style="list-style-type: none"> <li>Pupils are shown an example of how to create a visual display such as a geometric pattern in logo. Based on this and using knowledge gained from the previous unit pupils create a range of their own unique patterns and images.</li> <li>Pupils explore the 'GETTING STARTED' activities in LEGO WeDo and develop those activities.</li> </ul>	<ul style="list-style-type: none"> <li>(Textease Turtle)</li> <li>LEGO WeDo</li> <li>Purple Mash - 2Code</li> </ul>
<b>SYSTEMS</b>	<b>Control a Simple Physical / Simulated System with Inputs and Outputs</b> <ul style="list-style-type: none"> <li>Follow instructions to build one of the machines from the LEGO WeDo activities, program the machine, develop the machine and the programming. EG Build the Drumming Monkey and program it to drum different rhythms then add and program a sensor to improve the behaviour of the Drumming Monkey.</li> </ul>	<ul style="list-style-type: none"> <li>LEGO WeDo</li> </ul>
<b>CREATE!</b>	<b>Create a Simple Activity / Game</b> <ul style="list-style-type: none"> <li>Use a programming application to create a simple game or on screen activity that requires user interaction. Make the game available to a specific target audience and observe, evaluate, modify and improve to make the experience better.</li> </ul>	<ul style="list-style-type: none"> <li>2DIY</li> <li>(Textease Turtle)</li> <li>Scratch</li> <li>2Create A Super Story</li> <li>Purple Mash - 2Code</li> </ul>
<b>PROGRAMMING: UPPER KEY STAGE 2</b>		
<b>DESIGN!</b>	<b>Use Programming to Create an Activity for Younger Children</b> <ul style="list-style-type: none"> <li>Pupils develop their programming skills to create one or more educational games or learning activities designed to be used by a younger pupil. The activity will be packaged and evaluated after road testing with real audience members.</li> </ul>	<ul style="list-style-type: none"> <li>(Textease Turtle)</li> <li>Scratch</li> <li>LEGO WeDo</li> <li>Purple Mash - 2Code</li> </ul>

<b>INSTRUCT!</b>	<p><b>Create a Step by Step Guide to help Someone Experience a Programming Activity</b></p> <ul style="list-style-type: none"> <li>• Pupils create a short activity using a programming application and then create a step by step guide to help someone else create something similar. The guide could be text, image, audio or visual.</li> </ul>	<ul style="list-style-type: none"> <li>• (Textease Turtle)</li> <li>• Scratch</li> <li>• LEGO WeDo</li> <li>• Barefoot Unplugged</li> </ul>
<b>SYSTEMS</b>	<p><b>Control a More Complex Physical / Simulated System with Inputs and Outputs</b></p> <ul style="list-style-type: none"> <li>• Follow instructions to build one of the machines from the LEGO WeDo activities, program the machine, develop the machine and the programming. EG Build the Giant Escape and program it to stand in response to a sensor then improve and extend the behaviour of the Giant Escape to tell a story - perhaps use Scratch to program your WeDo.</li> </ul>	<ul style="list-style-type: none"> <li>• LEGO WeDo</li> </ul>
<b>CREATE!</b>	<p><b>Create an App / Game / Activity</b></p> <ul style="list-style-type: none"> <li>• Develop programming skills to create an app, game or activity that is made available for use by peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 2DIY</li> <li>• 2DIY 3D</li> <li>• Scratch</li> <li>• (Textease Turtle)</li> <li>• Purple Mash - 2Code</li> <li>• SWAY</li> </ul>

**DATA HANDLING and MULTIMEDIA: KEY STAGE 1**

<p><b>GRAPHS</b></p>	<p><b>Create charts and graphs</b></p> <ul style="list-style-type: none"> <li>• Create a Pictogram.</li> <li>• Create a Block Chart.</li> <li>• Create a Bar Chart.</li> </ul> <p>For example: eye colour, transport to school, collect data about minibeasts and show the data in a 2Count Pictogram</p>	<ul style="list-style-type: none"> <li>• Infant Toolkit - 2Count</li> <li>• Purple Mash - 2Count</li> <li>• Purple Mash - 2Graph</li> </ul>
<p><b>DATABASES</b></p>	<p><b>Create a database</b></p> <ul style="list-style-type: none"> <li>• Create a shared database.</li> <li>• Sort and group the database.</li> <li>• Create graphs from the database.</li> </ul>	<ul style="list-style-type: none"> <li>• 2Investigate</li> <li>• Purple Mash - 2Investigate</li> </ul>
<p><b>STORIES</b></p>	<p><b>Create a multimedia story</b></p> <ul style="list-style-type: none"> <li>• Use text to annotate an image or series of images to 'tell a story'.</li> <li>• Record your voice to 'tell a story'.</li> <li>• Take photos or record video to 'tell a story'.</li> <li>• Combine text / images / video / animation / sound to 'tell a story'.</li> <li>• Create a 'presentation' that shows what you know about the technology around us.</li> </ul> <p>EG: Use '2 Create a Super Story' to create a version of a traditional story in Literacy.</p>	<ul style="list-style-type: none"> <li>• 2 Paint</li> <li>• 2 Publish +</li> <li>• 2 Create a Super Story</li> <li>• Purple Mash</li> <li>• Powerpoint</li> <li>• imovie</li> </ul>
<p><b>ANIMATE!</b></p>	<p><b>Create an animation</b></p> <ul style="list-style-type: none"> <li>• Create a simple show using characters and backgrounds in Puppet Pals (ipad)</li> <li>• Create a simple moving picture using 2Animate.</li> <li>• Create a stop frame animation using I Can Animate.</li> <li>• Add titles and sound to an animation using iMovie or Movie Maker</li> </ul>	<ul style="list-style-type: none"> <li>• Purple Mash - 2Animate</li> <li>• I Can Animate (ipad)</li> <li>• iMovie</li> <li>• Movie Maker</li> </ul>

**DATA HANDLING and MULTIMEDIA: LOWER KEY STAGE 2**

<p><b>BRANCH!</b></p>	<p><b>Compare Creation of Branching Database Done Manually with Computer Generated</b></p> <ul style="list-style-type: none"> <li>• Pupils are taught the principles of how a branching database works. In pairs / small groups create a simple branching database about minibeasts or transport for example on paper or using cards. Create the same database using a computer program eg Purple Mash Branching Databases. Discuss which method of creating a branching database works best</li> <li>• Another user interrogates the database.</li> </ul>	<ul style="list-style-type: none"> <li>• Textease Branch</li> <li>• Purple Mash Branching Databases</li> </ul>
<p><b>SPREADSHEETS</b></p>	<p><b>Entering Data and using Simple Calculation Techniques</b></p> <ul style="list-style-type: none"> <li>• Learn the basic language and techniques in using a spreadsheet to organise and manipulate simple numerical data</li> <li>• Use the knowledge and techniques involved to create a spreadsheet to help plan and cater for a birthday party, run a school disco or tuck shop.</li> <li>• Another user tests the spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Textease Spreadsheet</li> <li>• Excel (Year 4 above)</li> </ul>

<b>CREATE!</b>	<b>Create a Multimedia Resource for a Younger Child</b> <ul style="list-style-type: none"> <li>Pupils can create an interactive resource for a younger audience, eg an ebook, a game, a learning activity, a website, an entertainment video.</li> </ul>	<ul style="list-style-type: none"> <li>2 Create a Super Story</li> <li>iMovie</li> <li>SWAY</li> </ul>
<b>DATA HANDLING and MULTIMEDIA: UPPER KEY STAGE 2</b>		
<b>DATABASES</b>	<b>Searching and Interrogating Databases</b> <ul style="list-style-type: none"> <li>Searching and interrogating existing databases.</li> <li>Creating a shared database and then searching or interrogating that database.</li> </ul>	<ul style="list-style-type: none"> <li>2 Investigate (Purple Mash)</li> <li>Textease Database</li> </ul>
<b>MODEL!</b>	<b>Spreadsheet Modelling</b> <ul style="list-style-type: none"> <li>Create simple and more sophisticated spreadsheet models that are able to react when numerical data is added and / or updated. Examples - Simple price calculator, a bank account, a spreadsheet set up to calculate the amount of water used in a home, a spreadsheet set up to track the types of activities a group of pupils experience during a typical day / week, a spreadsheet showing relationship between areas and perimeters of rectangles.</li> <li>Where appropriate create charts and graphs to illustrate patterns of information</li> </ul>	<ul style="list-style-type: none"> <li>Textease Spreadsheet</li> <li>Excel</li> </ul>
<b>BROADCAST!</b>	<b>Make and Promote a News Broadcast</b> <ul style="list-style-type: none"> <li>Pupils create an audio or video broadcast as a news programme. Use the week's news from BBC Newsround or create local or school based news stories.</li> <li>Pupils can create supporting resources such as a trailer, news jingles and also experience using autocue techniques.</li> <li>Finished item to be made available on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>iMovie (News skin)</li> <li>imovie Trailer</li> <li>Garage Band</li> <li>I Can Present</li> <li>Audacity</li> </ul>

<b>DIGITAL LITERACY AND ONLINE TECHNOLOGIES: KEY STAGE 1</b>		
<b>TECHNOLOGIES</b>	<b>Technology Around Us</b> <ul style="list-style-type: none"> <li>Identify, discuss and find out more about the technology that we can see in, around and outside the school building. Why is it there? How does it work?</li> <li>Identify and discuss the technology that we can see at home. Why is it there? How does it work?</li> </ul> <p>Create a 'presentation' that shows what you know about the technology around us.</p>	Digital and non-digital resources
<b>COMMUNICATE!</b> <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a>	<b>Using the Internet - email / message</b> <ul style="list-style-type: none"> <li>Send an email to an expert / organisation / partner school / school friend / Barnaby Bear.</li> <li>Write or reply to an online discussion about a school activity.</li> <li>Create a post on a class blog.</li> <li>Video conference.</li> <li>Explore websites from a selection provided, rate the content of their preferred sites and explain why.</li> <li>Discuss different ways that you can navigate through websites, in particular - adverts, pop-ups, links.</li> </ul> <p>Show a selection of carefully chosen websites and ask about the intended audience. Discuss - some are aimed at older people, people with particular interests/hobbies etc. Discuss what to do if you come across something that gives you that funny feeling in your tummy. See Health, wellbeing and lifestyle <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <ul style="list-style-type: none"> <li>Show pupils the tomato spider website and discuss that anyone can set up a website, saying anything. What should they look out for?</li> </ul>	<ul style="list-style-type: none"> <li>WeLearn365 Email</li> <li>Purple Mash email</li> <li>Purple Mash 2Blog</li> <li>Teams</li> </ul>

DIGITAL LITERACY AND ONLINE TECHNOLOGIES: LOWER KEY STAGE 2		
<b>WEBSITES</b> <b>Managing Online Information</b> <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a>	<b>Computers and Networks: working with websites and pages</b> <ul style="list-style-type: none"> <li>• Searching effectively</li> <li>• Using non-linear information - navigating web content</li> <li>• Reusing content on web pages - EG copy and paste an image from a website</li> </ul> <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a>	<ul style="list-style-type: none"> <li>• Google</li> <li>• Internet</li> </ul>
<b>COLLABORATE!</b>	<b>Online Collaboration - Pupils experience a range of online collaborative experiences (VC, Discussions, Shared Writing, Blogs, Wikis)</b> <ul style="list-style-type: none"> <li>• Pupils experience a range of online collaboration scenarios building on what they may have done in key stage one.</li> </ul>	<ul style="list-style-type: none"> <li>• WL365</li> <li>• Purple Mash - 2Write</li> <li>• Word 365</li> <li>• Powerpoint</li> </ul>
<b>THINK!</b> <b>Managing Online Information</b> <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a>	<b>Making sense of online content</b> <ul style="list-style-type: none"> <li>• Select a website and discuss what is fact, fiction and opinion.</li> <li>• Recognise that information on websites may not be accurate or reliable and may be used for manipulation, persuasion or promotion of bias.</li> <li>• Create your own spoof website.</li> <li>• Be aware of online marketing and begin to develop strategies to deal with it. Use the Things for Sale lesson and examine websites which are designed to encourage purchase of specific products, recognise various methods used to promote and sell these products. Use Crayola.com and webkinz.com</li> <li>• Discuss what the words plagiarism and copyright mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber Café</li> <li>• Cybersmart - finding appropriate content</li> <li>• Kara and Wilson</li> <li>• Tree Octopus website</li> <li>• Common Sense Media</li> </ul>
DIGITAL LITERACY AND ONLINE TECHNOLOGIES: UPPER KEY STAGE 2		
<b>NETWORKS</b>	<b>Computers and networks</b> <ul style="list-style-type: none"> <li>• Research the history of computers and networking. Present your findings to an audience in some way.</li> </ul>	<ul style="list-style-type: none"> <li>• PAN</li> <li>• LAN</li> <li>• WAN</li> <li>• Router</li> <li>• Switches</li> <li>• Binary</li> </ul>
<b>COLLABORATE!</b>	<b>Online collaboration- Pupils experience a range of online collaborative experiences (VC, Discussions, Shared Writing, Blogs)</b> <ul style="list-style-type: none"> <li>• Pupils experience a range of online collaboration scenarios building on what they may have done in lower key stage two.</li> </ul>	<ul style="list-style-type: none"> <li>• WL365</li> <li>• Purple Mash - 2Write</li> <li>• Word365</li> <li>• Teams</li> <li>• Purple Mash Blog</li> </ul>
<b>EVALUATE!</b>	<b>Making Sense of Online Content - Evaluating websites, assessing validity and reliability of web content</b> <ul style="list-style-type: none"> <li>• Pupils learn to discriminate about online content by considering how to assess information found on the internet and being able to evaluate websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Hoax Websites</li> <li>• Website evaluation forms</li> <li>• Alan November: All About Explorers</li> </ul>



<p><b>Managing Online Information</b> <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p>	<ul style="list-style-type: none"><li>• Know that many commercial providers have sophisticated ways of trying to sell on the Internet (e.g. Hoax 'You have a virus' message to sell antivirus software).</li><li>• What is spam - discuss reasons they may receive spam/junk emails etc. and use the scenarios in the lesson plan. Create a song similar to "spam stoppers". <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></li></ul>	
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**ONLINE SAFETY: KEY STAGE 1**

<p><b>SAFE</b></p> <p><b>Self-Image &amp; Identity</b></p> <p><b>Online Reputation</b>  <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<p><b>Use technology safely and respectfully</b></p> <ul style="list-style-type: none"> <li>• Agree on classroom expectations for the safe use of the Internet. Create a class Online Safety charter. Use discussion and feedback to class. Be aware of age appropriate content. Understand the school Acceptable User Policy.</li> <li>• Recognise the difference between real and imaginary online experiences through role play.</li> <li>• Be kind and polite to people online as you are in real life. Read the Digiduck story to highlight how to behave online. Consider the feelings of others.</li> <li>• Identify some risks presented by new technologies inside and outside the school: online games, text messages or cyberbullying</li> <li>• Begin to understand that their work says something about themselves and so they should be careful when sharing it, eg photographs, text, blogs - use blogs/discussions/my profiles</li> </ul>	<ul style="list-style-type: none"> <li>• School AUP</li> <li>• Digiduck's Big Decision book</li> <li>• Lee &amp; Kim video</li> <li>• OSBOX</li> <li>• Once Upon a Time Online book</li> <li>• Chicken Clicking book</li> <li>• Goldilocks - A hashtag cautionary tale book</li> </ul>
<p><b>Privacy &amp; Security</b></p> <p><b>Health, Well-Being &amp; Lifestyle</b>  <a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<p><b>Keeping personal information private and know where to go for help and support</b></p> <ul style="list-style-type: none"> <li>• Recognise the kind of information that is private. Talk about what information they should share with others and what they should not.</li> <li>• Understand that you should never give out private information on the Internet. Show Hectors World 1. Use technology toys, walkie talkies, mobile phones, talking tins to role play.</li> <li>• Understand that online communications are not always confidential and can be monitored.</li> <li>• Learn to create effective usernames that protect your private information. Use Hectors World.</li> <li>• Understand that if you see something on the Internet which makes you feel uncomfortable or worried, you can tell an adult. Watch Jesse and Friends or appropriate parts of Hectors World or Lee &amp; Kim videos and discuss safety and sharing with trusted adults.</li> <li>• Recognise who you can ask for help and know when you need help. Read Smartie the Penguin and consider good or bad choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Commonsense Media             <ul style="list-style-type: none"> <li>◦ Keep it Private</li> <li>◦ Powerful passwords</li> </ul> </li> <li>• Cybersmart - Sharing Personal Information</li> <li>• Hectors world 1, 3 &amp;5</li> <li>• Childnet: Smartie the Penguin</li> <li>• Digiduck</li> <li>• Lee &amp; Kim video</li> <li>• Jesse and Friends</li> <li>• OSBOX</li> </ul>

**ONLINE SAFETY: LOWER KEY STAGE 2**

<p><b>SMART</b></p> <p><b>Managing Online Information</b></p> <p><a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<p><b>Use technology safely, respectfully and responsibly</b></p> <ul style="list-style-type: none"> <li>• Understand the need for rules. Create a game to highlight the Online Safety rules/charter that has been agreed by the class/school.</li> <li>• Understand that any personal information online can be used and seen by others. What can you find out about a famous person? Demonstrate safe practice and know what to include/leave out when setting up an online profile. Look at aliases and avatars.</li> <li>• Understand the need to identify whether material can be shared before using it in their work. Look at a range of royalty free websites.</li> <li>• Know to keep personal information private when communicating online.</li> <li>• 'How secure is my password' website.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber Café</li> <li>• DigitalMe Safe</li> <li>• Commonsense Media: Power of Words</li> <li>• Cara Winston &amp; Smart Crew</li> </ul>
<p><b>FLAG!</b></p> <p><b>Online Bullying</b></p>	<p><b>Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns about content and contact</b></p> <ul style="list-style-type: none"> <li>• Know that they can use online tools to collaborate and communicate with others.</li> <li>• Understand that there are various ways of reporting concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs, forums, online games, email.</li> <li>• CEOP</li> <li>• Kara Winston and Smart Crew Video 4</li> <li>• Childline</li> </ul>

<p><b>Online Relationships</b></p> <p><a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<ul style="list-style-type: none"> <li>○ Online - CEOP</li> <li>○ Adult - Parent/carer/teacher/TA</li> <li>○ Phone - Childline</li> <li>○ School based system - email/worry box/school council or e-safety committee</li> </ul> <ul style="list-style-type: none"> <li>• Know how to deal with unpleasant communications via mobile, text, chat rooms (save the message and show to a trusted adult). Know there are writing conventions for electronic communications.</li> <li>• Understand you should only befriend people you know in real life. Friendbook activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Commonsense media <ul style="list-style-type: none"> <li>○ Show respect</li> <li>○ Writing good emails</li> </ul> </li> <li>• Cybersmart: Positive online communication</li> <li>• OSBOX</li> <li>• OSCAR</li> </ul>
<b>ONLINE SAFETY: UPPER KEY STAGE 2</b>		
<p><b>RESPECT!</b></p> <p><b>Online Reputation</b></p> <p><b>Online Bullying</b></p> <p><b>Copyright &amp; Ownership</b></p> <p><a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<p><b>Use technology safely, respectfully and responsibly</b></p> <ul style="list-style-type: none"> <li>• Talk about the risks of not following the rules/charter. Provide some guidelines for younger members of the school community.</li> <li>• Demonstrate safe practice when selecting images/content for uploading to a personal profile or online space.</li> <li>• Consider the information that you may share and the impact it can have on others.</li> <li>• Understand the importance of creating a positive digital footprint and the need to help others preserve theirs.</li> <li>• Know that they need to be careful about downloading files and games from the Internet. Create a song or rap.</li> <li>• Awareness of the need to check for copyright when downloading content from the Internet: when can this be legally used; how to give credit.</li> <li>• Review the purpose of passwords and what makes them strong.</li> <li>• Consider the differences between different social networking sites and the Learning Platform (a closed learning environment). Discuss the risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinkuknow Cyber Café</li> <li>• DigitalMe Safe</li> <li>• Cybersmart - Sharing personal information</li> <li>• Commonsense media <ul style="list-style-type: none"> <li>○ Power of Words</li> <li>○ Picture perfect</li> <li>○ Password</li> </ul> </li> <li>• CBBC Horrible Histories</li> </ul>
<p><b>CONTACT!</b></p> <p><b>Online Relationships</b></p> <p><b>Online Bullying</b></p> <p><a href="https://www.gov.uk/government/publications/education-for-a-connected-world">https://www.gov.uk/government/publications/education-for-a-connected-world</a></p> <p>Project Evolve</p>	<p><b>Recognise acceptable/unacceptable behaviour and know a range of ways to report concerns about content and contact</b></p> <ul style="list-style-type: none"> <li>• Discuss: everyone has the right to be safe and happy online and know they are responsible for reporting what upsets them. Make up an animation or presentation to illustrate.</li> <li>• Understand that some Internet material (eg games) is age related and the implication of ignoring such guidance. (PEGI Ratings)</li> <li>• Create your own profile and consider what is safe and not safe to share.</li> <li>• Plan and deliver an assembly to be shared with other pupils and parents.</li> <li>• Understand the implications of appropriate online behaviour and that bullying is unacceptable. Know when to report an incident.</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs, forums, online games, email.</li> <li>• CEOP</li> <li>• Kara Winston and Smart Crew video 4</li> <li>• Childline</li> <li>• DigitalMe Safe</li> <li>• Common sense media: Cyberbullying</li> <li>• CBBC Horrible Histories</li> <li>• Band Runner</li> <li>• Thinkuknow -Live Streaming</li> </ul>