

Computing Long Term Coverage

At Athersley North Primary School, we believe that Computing and the use of ICT is central to the education of all pupils. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to Computing and the use of ICT in a non-discriminating and effective way. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the pupil's life at home, in further education and places of work, we ensure the Computing and ICT experiences and abilities that the pupils are equipped with at Athersley North, are effective and transferrable life skills.

Therefore, our computing curriculum is designed to equip pupils with the skills and understanding to live in a technological world; this includes being able to use a variety of computer software and coding programmes. There is an emphasis on the importance of Online Safety for all year groups.

	KS1	KS2
	Pupils should be taught to:	Pupils should be taught to:
Objectives	<ul style="list-style-type: none"> - understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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 	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Autumn Term 1

	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Main Theme	Using and Applying: Key Basic Skills	Using and applying: Microsoft Word	Using and Applying: Microsoft Word	Using and Applying: PowerPoint	Using and Applying: Spreadsheets	Using and Applying: Spreadsheets
Outline of Lessons	<ol style="list-style-type: none"> Using a Mouse 2. Switch on and Shutdown 3. Applications and Windows 4. Folders and Save 5. Dragging 6. Using Our Computer Skills 	<ol style="list-style-type: none"> Typing 2. Symbols and Save 3. Editing 4. Undo and Redo 5. Select and Format 6. Formatting Text 	<ol style="list-style-type: none"> Screenshots and Passwords 2. Change Case 3. Align Text 4. Bullets and Numbering 5. Advanced Select and Keyboard Shortcuts 6. Using Text Boxes and Text Wrap 	<ol style="list-style-type: none"> Planning a Branching story 2. Creating the slides 3. Themes, transitions and animations 4. Action Settings 5. Audio and Video 6. Completing the Story 	<ol style="list-style-type: none"> Number Operations 2. Ordering and Presenting Data 3. Add, Edit and Calculate Data 4. Solving Problems 5. Party Plan Budget 6. Design You Own 	<ol style="list-style-type: none"> Number Operations 2. Ordering and Presenting Data 3. Add, Edit and Calculate Data 4. Solving Problems 5. Party Plan Budget 6. Design You Own
Progression Area:	Information Technology: KS1 B	Information Technology: KS1 B	Information Technology: LKS2 B	Information Technology: LKS2 B	Information Technology: UKS2 B and UKS2 C	Information Technology: UKS2 B/C/D
E-safety Theme: 1st lesson of every half term (Google Legends KS2 Think Unknow KS1)	Personal Information, Lesson 1: To understand what personal information is https://www.youtube.com/watch?v=-mUib4uff0B	Personal Information, Lesson 1: To understand what personal information is https://www.youtube.com/watch?v=-mUib4uff0B	Be Internet Sharp: Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. Google Legends: Think before you share, Pages 52-55	Be Internet Sharp: Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. Google Legends: Think before you share, Pages 52-55	Be Internet Sharp: Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. Google Legends: Think before you share, Pages 52-54	Be Internet Sharp: Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. Google Legends: Think before you share, Pages 52-54
Objective	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<ul style="list-style-type: none"> - Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Vocabulary	Computer, application, letters, text, bold, italic, underline, draw, click, double-click, shape, open, save, resize, minimize, restore	Keyboard, symbol, edit, font, shift, space, enter, bold, italic, underline, backspace, delete, Mouse, Cursor, Click, Shutdown, Drag	Keyboard, symbol, edit, font, shift, space, enter, bold, italic, underline, backspace, delete, Mouse, Cursor, Click, Shutdown, Drag, word processing / DTP software, tabs, text formatting, line spacing presentations	Undo, redo, bold, italic, underline, case, align, text, cut, copy, paste, insert, screenshot, <ctrl>, shortcuts, bullets, numbering, textbox, format, insert	Text, number, cells, rows, formulae, spreadsheet, function, data, graph	formulae, spreadsheet, models, "what if", variable, Text, number, cells, rows, average, min, max, formulae, spreadsheet, function, data, graph

Autumn Term 2

	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Main Theme	2 Point	Computer Art	Animation: Stop Motion App: IPAD	Animation: Stop Motion App: IPAD	Film-making	Modelling Purple Mash
Outline of Lessons	<ol style="list-style-type: none"> Skills Check 2. Typing 3. Editing 4. Point with Shapes 5. Point with Brushes 6. Text and Images 	<ol style="list-style-type: none"> Pixel Pointillism 2. Mastering Mondrian 3. Producing Picasso 4. Colour Coding 5. PC Pop Art 6. Creating a Masterpiece! 	<ol style="list-style-type: none"> History of Animation 2. Stick Figure Animation 3. Recording Movement of Characters 4. Structured Timing 5. Stop-Motion Animation 6. Evaluating Animation Techniques 	<ol style="list-style-type: none"> History of Animation 2. Stick Figure Animation 3. Recording Movement of Characters 4. Structured Timing 5. Stop-Motion Animation 6. Evaluating Animation Techniques 	<ol style="list-style-type: none"> Writing a Script 2. Research and Sources 3. Filming 4. Interviewing 5. Editing 6. Publishing 	<ol style="list-style-type: none"> Introduction to 2D/3D 2)Creating Games using the play environment and characters 3) Play mode 4) Saving and sharing games 5) Evaluating game design
Progression Area:	Information Technology: KS1 A	Information Technology: KS1 A	Information Technology: LKS2 A	Information Technology: LKS2 A	Information Technology: UKS2 A	Information Technology: UKS2 A
E-safety Theme: 1st lesson of every half term (Google Legends)	Trusted Adults Lesson 2: To identify trusted adults who can help https://www.youtube.com/watch?v=-mUib4uff0B	Trusted Adults Lesson 2: To identify trusted adults who can help https://www.youtube.com/watch?v=-mUib4uff0B	Be Internet Alert: People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. Google Legends: Check it's for real, Pages 52-54	Be Internet Alert: People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. Google Legends: Check it's for real, Pages 52-55	Be Internet Alert: People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. Google Legends: Check it's for real, Pages 55-58	Be Internet Alert: People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. Google Legends: Check it's for real, Pages 55-59
Objective	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> - Analyse, evaluate and present data and information - Use a variety of software to design and create content that accomplish given goals - Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals 	<ul style="list-style-type: none"> - Analyse, evaluate and present data and information - Use a variety of software to design and create content that accomplish given goals - Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals 	<ul style="list-style-type: none"> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (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 	<ul style="list-style-type: none"> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (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
Vocabulary	Paint, colour, brush, shape, save, fill, undo, redo, format, re-size	cut, copy, paste, insert, adjust, screenshot, <ctrl>, shortcuts, bullets, numbering, textbox, format, insert, format, re-size	Animation, frames, control, image, onion-skinning, time slider, stop-motion, adjust, insert, format, re-size	Animation, frames, control, image, onion-skinning, time slider, stop-motion, adjust, insert, format, re-size	Script, film-making, shot, files, sources, response, preview, credit, frames, control, adjust, insert, format, re-size, scale	2D, 3D, import, shape, push, pull, CAD (Computer Aided design), modeling, net, points, template, polygon viewpoint, frames, control, adjust, insert, format, re-size, scale, shot

Spring Term 1

	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Theme	Online safety	Online safety	Online safety	Online safety	Online Safety	Online Safety
Outline of Lessons	<ol style="list-style-type: none"> Safe: Discuss pictures that may be taken while wearing uniforms and telling passwords etc. 2. Meeting: Discuss meetings people that you have met on the internet. 3. Accepting: Accepting images, pictures, texts and pop ups from you don't know or trust as they may contain a virus. 4. Reliable: Is the information you are reading reliable? 5. Tell: Telling people if you see something you are unsure about on the internet. Who should you tell? 6. Safety Week Presentation 	<ol style="list-style-type: none"> Safe: Discuss pictures that may be taken while wearing uniforms and telling passwords etc. 2. Meeting: Discuss meetings people that you have met on the internet. 3. Accepting: Accepting images, pictures, texts, calls and pop ups from you don't know or trust as they may contain a virus. 4. Reliable: Is the information you are reading reliable? 5. Tell: Telling people if you see something you are unsure about on the internet. Who should you tell? 6. Safety Week Presentation 	<ol style="list-style-type: none"> Safe: Discuss how to stay safe on the internet. 2. Meeting: Stranger danger and not meeting people in person. 3. SMART: Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues. 4. Reliable: Discuss how to know whether information is reliable. 5. Tell: Teach children what to do if they are unsure of anything or worried about anything online. 6. Safety Week Presentation 	<ol style="list-style-type: none"> Safe: Discuss how to stay safe on the internet. 2. Meeting: Stranger danger and not meeting people in person. 3. SMART: Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues. 4. Reliable: Discuss how to know whether information is reliable. 5. Tell: Teach children what to do if they are unsure of anything or worried about anything online. 6. Safety Week Presentation 	<ol style="list-style-type: none"> Safe: Discuss what the children share on the internet – link to snapchat and live streaming. 2. Meeting: Talk about internet etiquette when they meet people online. 3. Accepting: Playing online games. 4. Reliable: Keeping things private 5. Tell: What children should do when they are worried? 6. Safety Week Presentation 	<ol style="list-style-type: none"> Safe: Discuss what the children share on the internet – link to snapchat and live streaming. 2. Meeting: Talk about internet etiquette when they meet people online. 3. Accepting: Playing online games. 4. Reliable: Keeping things private 5. Tell: What children should do when they are worried? 6. Safety Week Presentation
Progression Area:	Digital Literacy: KS1 A	Digital Literacy: KS1 A	Digital Literacy: LKS2 A	Digital Literacy: LKS2 A	Digital Literacy: UKS2 A	Digital Literacy: UKS2 A

Objective	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	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	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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.	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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.	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Vocabulary	e-safety, safe, devices, online, password, communication	e-safety, safe, devices, online, password, communication	Cyber-bullying, e-safety, audience, safe, devices, online, social media, password, communication, privacy settings	cyber-bullying, comment, search engine, plagiarism, digital citizenship, real-life communication, citations, safe, devices, social media,	Cyber-bullying, e-safety, audience, safe, devices, online, social media, password, communication, privacy settings, SMART, privacy policy, plagiarism, digital citizenship	Cyber-bullying, e-safety, audience, safe, devices, online, social media, password, communication, privacy settings, SMART, stereotype, privacy policy, plagiarism, digital citizenship
Spring Term 2						
Theme	KS1 (cycle a) Code.org	KS1 (cycle b) Code.org	LKS2 (cycle a) Code.org	LKS2 (cycle b) Code.org	UKS2 (cycle a) Code.org	UKS2 (cycle b) Code.org
Outline of Lessons	Course A: Lesson 2: learn to drag and drop, Lesson 3: Happy Mops, Lesson 4: Sequencing with Scratch, Lesson 5: Programming with Scratch, Lesson 6: Programming with Ray and BB-8, Lesson 7: Hoop Loops, Lesson 8: Loops with Secret, Lesson 9: Loops with Laurel, Lesson 10: Ocean Scene with Loops	Course B: Lesson 2: Move it!, Lesson 3: Sequencing with Angry Birds, Lesson 4: Programming with Angry Birds, Lesson 5: Programming with Harvester, Lesson 6: Getting Loops, Lesson 7: Loops with Harvester, Lesson 8: Loops with Laurel, Lesson 9: Drawing Gardens with Loops	Course C: Lesson 3: My Robotic Friends Jr, Lesson 4: Programming with Angry Birds, Lesson 5: debugging in maze, Lesson 6: collecting treasure with Laurel, Lesson 7: creating art with code, Lesson 10: loops with Ray and BB8, Lesson 11: harvesting crops with loops	Course D: Lesson 2: introduction to online puzzles, Lesson 3: relay programming, Lesson 4: debugging with Laurel, Lesson 5, events in bounce, Lesson 6 build a star wars game, Lesson 7: loops in maze, Lesson 8: drawing shapes with loops, Lesson 9: nested loops in maze, Lesson 11: if/else with bee, lesson 12: while loops in farmer	Course E: Lesson 1: sequencing in maze, lesson 2: drawing with loops, lesson 3: conditionals in Minecraft, Lesson 4: conditionals with the farmer, lesson 6: swimming fish with sprite lab, Lesson 7: alien dance party with sprite lab, lesson 9 about me with sprite lab	Course F: Lesson 1 functions in Minecraft, lesson 2: swimming fish with sprite lab, lesson 3: alien dance party with sprite lab, lesson 4: drawing with loops, lesson 5: nested loops in maze, lesson 7: variables with artist, lesson 8: changing variables with bee, lesson 9: changing variables with artist
Area	Computer Science KS1 A/B	Computer Science KS1 A/B	Computer Science: LKS2 A/B	Computer Science: LKS2 A/B	Computer Science: UKS2 A/B	Computer Science: UKS2 A/B
E-safety Theme: 1st lesson of every half term (Google Legends)	Lesson 3. Sharing personal information. LO: To understand what personal information should not be shared https://www.youtube.com/watch?v=nMUB4Hff09	Lesson 3. Sharing personal information. LO: To understand what personal information should not be shared https://www.youtube.com/watch?v=nMUB4Hff09	Be Internet Secure: Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. Google Legends: Protect your stuff Pages 56-61	Be Internet Secure: Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. Google Legends: Protect your stuff Pages 56-61	Be Internet Secure: Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. Google Legends: Protect your Stuff Pages 68-71	Be Internet Secure: Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. Google Legends: Protect your Stuff Pages 68-71
Objective	- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.
Vocabulary	A quarter turn, squares, rectangle, instructions, algorithm, debug, error, right, left,	A quarter turn, squares, rectangle, instructions, algorithm, debug, error, right, left,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions, duplicate, function,	pen up, pen down, Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software,	polygons, command pen up, pen down, Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software, blocks, variables,
Summer Term 1						
Theme	KS1 (cycle a) Programming toys- Bee Bots	KS1 (cycle b) Programming with Scratch Jr	LKS2 (cycle a) Code.org	LKS2 (cycle b) Code.org	UKS2 (cycle a) Code.org	UKS2 (cycle b) Code.org
Outline of Lessons	1. Building Bricks 2. Potato Man Algorithms 3. Program a Person 4. Bee-Bot Toy Shop Part 1 5. Debugging Bee-Bots 6. Bee-Bot Toy Shop Part 2	1. Cool Characters 2. Grow and Shrink 3. Time to Move 4. Repeat 5. Sounds 6. Sequencing	Course C: Lesson 12: Looking ahead with Minecraft, Lesson 13: Stricker Art with loops, Lesson 15: Build a floppy game, Lesson 16: Chase game with events END OF COURSE PROJECT	Course D: Lesson 13: until loops in maze, Lesson 14: harvesting with conditionals, Lesson 16: artist binary, END OF COURSE PROJECT	Course E: Lesson 11 nested loops, lesson 12: fancy shapes with nested loops Lesson 13: nested loops with frozen, lesson 15: Functions in Minecraft, lesson 16 functions with harvest, lesson 17 functions with artist, END OF COURSE PROJECT	Course F: Lesson 10: simulating experiments, Lesson 12: for loops with bee, lesson 13: for loops with artist, lesson 15: behaviours in sprite lab, lesson 16: virtual pet with sprite lab, END OF COURSE PROJECT
Progression Area:	Computer Science KS1 A	Computer Science: KS1 C	Computer Science: LKS2 B/C	Computer Science: LKS2 B/C	Computer Science: UKS2 B/C	Computer Science: UKS2 B/C
E-safety Theme: 1st lesson of every half term (Google Legends)	Lesson 4. Right to say no. LO: To understand I have the right to say no. https://www.youtube.com/watch?v=nMUB4Hff08	Lesson 4. Right to say no. LO: To understand I have the right to say no. https://www.youtube.com/watch?v=nMUB4Hff08	Be Internet Kind: The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is ‘treat others as you would like to be treated yourself’. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in Google Legends: Respect each other Pages 56-61	Be Internet Kind: The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is ‘treat others as you would like to be treated yourself’. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in Google Legends: Respect each other Pages 56-61	Be Internet Kind: The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is ‘treat others as you would like to be treated yourself’. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in Google Legends: Respect each other Pages 72-74	Be Internet Kind: The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is ‘treat others as you would like to be treated yourself’. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in Google Legends: Respect each other Pages 72-74
Objective	- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and Correct errors in algorithms and programs.
Vocabulary	Bee-bot, Instructions, program, algorithm, debug, sequence	project, character, background, repetition, predict, sequence, instructions, program, algorithm, debug, sequence,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions, duplicate, function,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software, blocks, variables,
Summer Term 2						
Theme	KS1 (cycle a) Presentation skills: PowerPoint	KS1 (cycle b) Presentation skills: PowerPoint	LKS2 (cycle a) Presentation skills: Drawing and Desktop Publishing	LKS2 (cycle b) Presentation skills: Drawing and Desktop Publishing	UKS2 (cycle a) Presentation skills: Internet Research and Webpage design	UKS2 (cycle b) Presentation skills: Internet Research and Webpage design
Outline of Lessons	1. Folders 2. What is a presentation? 3. New Slide, Slide Layout 4. Add and Format on Image 5. Reorder Slides and Present 6. Searching and Printing	1. Folders 2. What is a presentation? 3. New Slide, Slide Layout 4. Add and Format on Image 5. Reorder Slides and Present 6. Searching and Printing	1. Objects 2. Ordering and Grouping 3. Manipulating Objects 4. Posters 5. Combining Text and Images 6. Effective Layouts	1. Objects 2. Ordering and Grouping 3. Manipulating Objects 4. Posters 5. Combining Text and Images 6. Effective Layouts	1. What Makes a Good Webpage? 2. Page Layout 3. Type the Text 4. Images 5. Hyperlinks 6. Publishing the Page	1. What Makes a Good Webpage? 2. Page Layout 3. Type the Text 4. Images 5. Hyperlinks 6. Publishing the Page
Area	Information Technology: KS1 B Digital Literacy: KS1 B	Information Technology: KS1 B Digital Literacy: KS1 B	Information Technology: LKS2 B Digital Literacy: LKS2 B	Information Technology: KS1 B Digital Literacy: LKS2 B	Information Technology: UKS2 B Digital Literacy: UKS2 B	Information Technology: UKS2 B Digital Literacy: UKS2 B
E-safety Theme: 1st lesson of every half term (Google Legends)	Lesson 5. Online and offline behaviour LO: To understand what behaviour others value offline and online. https://www.youtube.com/watch?v=nMUB4Hff09	Lesson 5. Online and offline behaviour LO: To understand what behaviour others value offline and online. https://www.youtube.com/watch?v=nMUB4Hff09	Be Internet Brave: When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. Google Legends: When in Doubt, Discuss See page 19. See page 32.	Be Internet Brave: When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. Google Legends: When in Doubt, Discuss See page 19. See page 32.	Be Internet Brave: When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. Google Legends: When in Doubt, Discuss See page 19. See page 32.	Be Internet Brave: When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. Google Legends: When in Doubt, Discuss See page 19. See page 32.
Objective	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.
Vocabulary	Undo, redo, bold, italic, underline, case, align, text, cut, copy, paste, insert, screenshot, numbering, insert	Undo, redo, bold, italic, underline, case, align, text, cut, copy, paste, insert, screenshot, numbering, insert	Arrange - Order and group - re-size - Arrange - Manipulate - Layout - Format - Layout	Image - Order and group - re-size - Arrange - Manipulate - Layout - Format - Layout	layout, webpage, images, insert, format, URL, bias, copyright, resize	layout, webpage, images, insert, format, URL, bias, copyright, resize