EYFS YR
Understanding the World: Technology
30-50 months
Knows how to operate simple equipment e.g. uses remote control, turns on computer.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras, ipads or mobile phones.
Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
40-60 months
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Begins to understand how technology is used in everyday life, e.g. knows that a barcode records price of items in shops, can role play a phone conversation.
ELG (Expected)
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
ELG (Exceeding)
Finds out about and uses a range of everyday technology.
Selects appropriate applications that supports an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Year 1 and 2 Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Know how technology is used around us.	Choose a device for a certain task	Use technology/ computer programs safely.	Control Turtle	Input device to create an outcome.	Create a text document.
I know how technology can be used in school and all around us. I can explain how technology in everyday life.	I can explain the advantages and disadvantages of Technology.	I know that digital devices have inputs and outputs. I know computers have lots of parts.	I know what an algorithm is. I know that a computer needs a clear set of instructions because it does exactly as it is told.	I know that digital devices have inputs and out puts. I can explain 3 input devices I use (keyboard, ipad, bee-bot)	I can send a message I can input into a device

Identify & explore technology in everyday life.	iPads – video/camera/role play	CBeebies games. Top marks games.	Bee-bots/remote control toys	Purple mash 2 sequence	Dance mat typing Purple mash project.

Internet Safety to run through every term – Internet Safety day February

A safe computer user in Year 1 and Year 2

Knowledge and understanding:

I understand the different methods of communication.

I know you should only open an email from a known source.

I know the difference between email and communication systems such as blogs and wikis.

I know that websites sometimes include pop ups that take me away from the main site.

I know that bookmarking is a way to find safe sites again quickly.

I have begun to evaluate websites and know that not everything on the internet is true.

I know that it is not always possible to copy some text and pictures from the internet.

I know that personal information should not be share online.

I know that I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills:

I follow the school's safer internet rules.

I use the search engines used by the school.

I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school systems, etc.).

I use the internet for learning and communicating with others, making choices when navigating through sites.

I send and receive emails as a class.

I recognise advertising on websites and learn to ignore it.

I use a password to access the secure network.

Internet Safety resources on Purple Mash

Year 3 and 4 Term 1	Year 3 and 4 Term 2	Year 3 and 4 Term 3	Year 3 and 4 Term 4	Year 3 and 4 Term 5	Year 3 and 4 Term 6
Term focus: Programming – Scratch **Learning Objectives for the term.** Can I use list variables and simple functions?	**Term focus: Basic Skills - Word** **Learning Objectives for the term.** Can I explain the purpose of word?	**Term focus: Basic Skills - Powerpoint** **Learning Objectives for the term.** Can I create a powerpoint appropriate for a given audience?	**Term focus: Creative – Photostory/** **Learning Objectives for the term.** Can I investigate jobs involved in live broadcasting?	**Term focus: Creative – Animation.** **Learning Objectives for the term.** Can I examine what an animation is?	**Term focus: Communication – Email** **Learning Objectives for the term.** Can I examine ways in which technology is used for communication?

Can I develop use of conditionals – *if* blocks? Can I develop use of *broadcasts*? Can I develop use of variables? Can I develop combine and consolidate skills?	Can I navigate the cursor and text using keyboard and mouse? Can I change the size, font and colour of the text? Can I use bold, underline and italic? Can I use a range of bullet points? Can I use different text alignments? Can I use copy, paste and cut?	Can I use a mixture of text media (pictures/videos/sounds)? Can I use transitions/animations appropriate for a given audience? Can I adjust slide transition times and how I are started? (On mouse click, after a set time) Can I add clickable links within a presentation?	Can I practice filming skills? Can I record a video? Can I upload a video? Can I add to and improve a video? Can I review my video? **Ipads**	Can I create a storyboard of ideas? Can I create a background? Can I create characters? Can I animate characters? Can I use sound in an animation? Can I edit and improve my animation? **Ipads**	Can I understand how email works? Can I send and receive emails? Can I use email safely and understand 'netiquette'? Can I send and receive attachments?

Internet Safety to run through every term – Internet Safety day February

A safe computer user in Year 3 and Year 4

Knowledge and understanding:
I understand the need for rules to keep me safe when exchanging learning and ideas online.
I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
I use strategies to verify information, e.g. cross checking.
I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
I understand that copyright exists on most digital images, video and recorded music.
I understand the need to keep personal information and passwords private.
I understand that if I make personal information available online it may be seen and used by others.
I know how to respond if asked for personal information or feel unsafe about content of a message.
I recognise that cyberbullying is unacceptable and will be sanctioned in line with the school's policy.
I know how to report an incident of cyber bullying.
I know the difference between online communication tools used in school and those used at home.
I understand the need to develop an alias for some public use online.
I understand that the outcome of internet searches at home may be different than at school.

Skills:
I follow the school's safer internet rules.
I recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-representing materials in ways which are unique and new.
I identify when emails should not be opened and when an attachment may not be safe.
I explain and demonstrate how to use email safely.
I use different search engines.

Computing Long Term Plan 2019 - 2020   Charing CE Academy

Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
Term focus: Programming – Scratch **Learning Objectives for the term.** Can I extend use of conditionals? Do I combine and develop skills to create a pattern? Can I combine and develop skills to create a quiz game? Can I combine and develop skills to create a finding game? Can I combine and develop skills to create an obstacle game? Can I combine and develop skills to create a musical game?	**Term focus: Basic Skills – Excel** **Learning Objectives for the term.** Can I insert a range of different graphs? Can I sort a range of data using different criteria? Can I use a use advance formulae to search/manipulate data? (If, Min, Max, count, average, etc)	**Term focus: Blogging** **Learning Objectives for the term.** Can I investigate what makes a good blog? Can I write a blog post? Can I improve my blog post? (Add images, fact check, improve words) Can I comment on blog posts? Can I include media in my blog post? Can I create a live blog? **Ipads-purplemash -2blog**	**Term focus: Audio editing – Isle of tune / Audacity** **Learning Objectives for the term.** Can I plan appropriate styles of music? Can I use sequencing software to create short sound clips? Can I create and record a composition? Can I edit a piece of music? Can I review my work? **Ipads** - **Sequencing on Purple mash**	**Term focus: Communication – Video chat** **Learning Objectives for the term.** Can I learn about different video chat sites/apps? Can I determine what is appropriate to say, do and share on a video chat? Can I plan video instructions? Can I create video instructions? Can I have a conversation through video apps? **Ipads**

Internet Safety to run through every term – Internet Safety day February

Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
Term focus: Programming – Scratch / Kodu / Touch Develop **Learning Objectives for the term.** Can I explain how an algorithm works? Can I detect errors in a program and correct them? Can I use an ICT program to control a number of events for an external device? Can I use ICT to measure sound, light or temperature using sensors and interpret the data? Can I explore 'what if' questions by planning different scenarios for controlled devices? Can I use input from sensors to trigger events? Can I check and refine a series of instructions?		**Term focus: Basic Skills – Publisher** **Learning Objectives for the term.** Can I explain the purpose of publisher? Can I insert a text box? Can I insert an image? Can I insert word art? Can I adjust text wrapping? Can I add a page border? Can I adjust line spacing? Can I group/ungroup objects? Can I flip, rotate objects?	**Term focus: Basic Skills – Powerpoint** **Learning Objectives for the term.** Can I explain the purpose of powerpoint? Can I create a powerpoint appropriate for a given audience? Can I use a mixture of text media (pictures/videos/sounds)? Can I use transitions/animations appropriate for a given audience? Can I adjust slide transition times and how I are started? (On mouse click, after a set time) Can I add clickable links within a presentation?	**Term focus: Basic Skills – Excel** **Learning Objectives for the term.** Can I explain the purpose of excel? Can I give cell and column references? Can I populate cells with a range of different data – text, dates, numerical, currency? Can I use the autofill to complete patterned cell values? E.g Jan, Feb, Mar Can I use basic formulae to add, subtract, multiple and divide numerical values? Can I add conditional formatting to change the colour of a cell? Can I insert a range of different graphs? Can I sort a range of data using different criteria?	**Term focus: Audio editing – Audacity Radio station** **Learning Objectives for the term.** Can I create a jingle for my radio station? Can I plan content for my radio show? Can I record my radio show? Can I investigate what makes a good advert? Can I create an advert for my radio station? Can I edit and improve my radio show? **Ipads**

			Can I use a use advance formulae to search/manipulate data? (If, Min, Max, count, average, etc)	

Internet Safety to run through every term – Internet Safety day February

A safe computer user in Year 5 and Year 6

Knowledge and Understanding:
I discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
I understand the potential risk of providing personal information online.
I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
I understand that some websites and/or pop ups have commercial interests that may affect the way the information is presented.
I recognise the potential risks of using the internet communication tools and understand how to minimise those risks (including scams and phishing).
I understand that some material on the internet is copyrighted and may not be copied or downloaded.
I understand that some messages may be malicious and know how to deal with this.
I understand that online environments have security settings, which can be layered, to protect the user.
I understand the benefits of developing a 'nickname' for online use.
I understand that some malicious adults may use various techniques to make contact and elicit personal information.
I know that's it is unsafe to arrange to meet unknown people online.
I know how to report any suspicions.
I understand I should not publish other people's pictures or tag them on the internet without permission.
I know that content put online is extremely difficult to remove.
I know what to do if I discover something malicious or inappropriate.

Skills:
I follow the school's safer internet rules.
I make safe choices about the use of technology.
I use technology in ways which minimise risk, e.g. responsible use of online discussions, etc.
I create strong passwords and manage them so that they remain strong.
I independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
I competently use the internet as a search tool.

I reference information sources.

I use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.

I use my knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .gov; .net) to support validation of information.