

Unit 1.1 Online Safety & Exploring Purple Mash	Unit 1.8 Spreadsheets	Unit 1.2 Grouping & Sorting	Unit 1.3 Pictograms	Unit 1.4 Lego Builders	Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.9 Technology outside school
Number Of Lessons 4	Number Of Lessons 3	Number Of Lessons 2	Number Of Lessons 3	Number Of Lessons 3	Number Of Lessons 4	Number Of Lessons 5	Number Of Lessons 6	Number Of Lessons 2

	Computer Science			Information Technology	Digital Literacy	
Statement	<p>Understand what <u>algorithms</u> 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 <u>behaviour</u> of simple programs.</p>	<p>Use technology purposefully to create, <u>organise</u>, store, manipulate and retrieve digital content.</p>	<p><u>Recognise</u> 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>
		<p>1.2 Grouping & Sorting 1.4 Lego Builders 1.5 Maze Explorers 1.7 Coding</p>		<p>1.3 Pictograms 1.6 Animated Stories 1.8 Spreadsheets</p>	<p>1.1 Online Safety & Exploring Purple Mash 1.9 Technology outside school</p>	
Outcome	<p><i>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</i></p>	<p><i>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</i></p>	<p><i>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</i></p>	<p><i>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</i></p>	<p><i>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</i></p>	<p><i>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</i></p>

Unit 2.2 Online Safety Number Of Lessons 3	Unit 2.3 Spreadsheets Number Of Lessons 4	Unit 2.4 Questioning Number Of Lessons 5	Unit 2.5 Effective Searching Number Of Lessons 3	Unit 2.6 Creating Pictures Number Of Lessons 5	Unit 2.7 Making Music Number Of Lessons 3	Unit 2.1 Coding Number Of Lessons 5	Unit 2.8 Presenting Ideas Number Of Lessons 4
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Computer Science			Information Technology	Digital Literacy		
Statement	<p>Understand what <u>algorithms</u> 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 <u>behaviour</u> of simple programs.</p>	<p>Use technology purposefully to create, <u>organise</u>, 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>
	<div style="background-color: red; color: white; padding: 5px; border: 2px solid black; display: inline-block;">2.1 Coding</div>		<div style="background-color: blue; color: white; padding: 5px; border: 2px solid black; display: inline-block;">2.3 Spreadsheets 2.4 Questioning 2.6 Creating Pictures 2.7 Making Music 2.8 Presenting</div>		<div style="background-color: yellow; color: black; padding: 5px; border: 2px solid black; display: inline-block;">2.2 Online Safety 2.5 Effective Searches</div>	
Outcome	<p>Children can explain that an algorithm is a set of instructions to complete a task. When <u>designing simple programs</u>, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p>	<p>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. <u>Debug</u>. Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</p>	<p>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>Children demonstrate an ability to <u>organise</u> data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</p>	<p>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. <u>animations</u>, <u>interactive code</u> and <u>programs</u>.</p>	<p>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>

Unit 3.2 Online safety Number Of Lessons 3	Unit 3.3 Spreadsheets Number Of Lessons 3	Unit 3.4 Touch Typing Number Of Lessons 4	Unit 3.5 Email (inc. email safety) Number Of Lessons 6	Unit 3.6 Branching Databases Number Of Lessons 4	Unit 3.7 Simulations Number Of Lessons 3	Unit 3.8 Graphing Number Of Lessons 3	Unit 3.1 Coding Number Of Lessons 6	Unit 3.9 Presenting Number Of Lessons 6
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		Computer Science				Information Technology		Digital Literacy
Statement		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 concern about content and contact.
	Outcome		<i>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</i>	<i>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</i>	<i>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i>	<i>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</i>
		3.1 Coding					3.3 Spreadsheets 3.4 Touch Typing 3.6 Branching Databases 3.7 Simulations 3.8 Graphing 3.9 Presenting	3.2 Online Safety 3.5 Email

Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Search	Unit 4.4 Writing for different audiences	Unit 4.8 Hardware Investigators	Unit 4.1 Coding	Unit 4.9 Making Music
Number Of Lessons 4	Number Of Lessons 6	Number Of Lessons 4	Number Of Lessons 3	Number Of Lessons 3	Number Of Lessons 5	Number Of Lessons 2	Number Of Lessons 6	Number Of Lessons 4

	Computer Science				Information Technology		Digital Literacy
Statement	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 concern about content and contact.
Outcome	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code .	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code . In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. .	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+ . Children share digital content within their community, i.e. using Virtual Display Boards .	Children can explore key concepts relating to online safety using concept mapping such as 2Connect . They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.
		4.1 Coding 4.5 Logo 4.8 Hardware Investigators			4.3 Spreadsheets 4.4 Writing For Different Audiences 4.6 Animations 4.7 Effective Search 4.9 Making Music		4.2 Online Safety

Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.1 Coding	Unit 6.8 Understanding Binary	Unit 6.9 Spreadsheets (EXCEL)
Number Of Lessons 3	Number Of Lessons 5	Number Of Lessons 4	Number Of Lessons 5	Number Of Lessons 3	Number Of Lessons 6	Number Of Lessons 6	Number Of Lessons 4	Number Of Lessons 8

	Computer Science				Information Technology		Digital Literacy
Statement	<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>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 results are selected and ranked, and be discerning in evaluating digital content.</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>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>
Outcome	<p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p>	<p>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code <u>utilising</u> such structures, including nesting <u>structures within</u> each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p>	<p>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of <u>a complex algorithm together to explain the program as a whole</u>.</p>	<p>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the <u>internet in school</u>.</p>	<p>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are <u>able to rate them in terms of content quality and accuracy</u>. Children use critical thinking skills in everyday use of online communication.</p>	<p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p>	<p>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate <u>behaviours</u> through developing critical thinking, e.g. 2Respond activities. They <u>recognise</u> the value in preserving their privacy when online for their own and other people's safety.</p>
			6.1 Coding 6.5 Text Adventures 6.6 Networks 6.8 Understanding Binary		6.3 Spreadsheets 6.4 Blogging 6.7 Quizzing 6.9 Spreadsheets (EXCEL)		6.2 Online Safety