



St. Lawrence Primary School

Computing Curriculum Overview



The Computing curriculum is divided into three strands -

Computer Science

Digital Literacy

Information Technology

Online Safety using 2BeSafe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Unit 1.1 (4 lessons) Online Safety and Exploring Purple Mash <u>Key Learning</u> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work.	Unit 1.3 (3 lessons) Pictograms <u>Key Learning</u> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment.	Unit 1.5 (5 lessons) Maze Explorers <u>Key Learning</u> To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity.	Unit 1.6 (6 lessons) Animated Story Books <u>Key Learning</u> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages.	Unit 1.7 (6 lessons) Coding <u>Key Learning</u> To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes	Unit 1.9 (4 lessons) Technology out of School <u>Key Learning</u> To walk around the local community and find examples of where technology is used. • To record examples of technology outside school.

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	To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out.		To set challenges for peers. To access peer challenges set by the teacher as 2Dos.	To share e-books on a class display board.	when a program is run. To understand what backgrounds and objects are. To plan and make a computer program.	
	Unit 1.2 (2 lessons) Grouping and Sorting <u>Key Learning</u> To sort items using a range of criteria. To begin to think logically about the steps of a process. To sort items on the computer using the 'Grouping' activities in Purple Mash. To introduce the term 'algorithm' to describe logically following a process.	Unit 1.4 (3 lessons) Lego Builders <u>Key Learning</u> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.				
	2BeSafe Self-Image and Identity <u>Key Learning</u> To recognise that there may be people online who could make someone feel sad, embarrassed or upset.	2BeSafe Online Relationships <u>Key Learning</u> To give examples of when I should ask permission to do something online and	2BeSafe Online Reputation <u>Key Learning</u> To recognise that information can stay online and could be copied.	2BeSafe Managing Online Information <u>Key Learning</u> To give simple examples of how to find information using digital	2BeSafe Privacy and Security <u>Key Learning</u> To explain that passwords are used to protect information, accounts and devices.	2BeSafe Copyright and Ownership <u>Key Learning</u> To explain why work I create using technology belongs to me.

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	If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I trust and how they can help.	explain why this is important. To use the internet with adult support to communication with people I know (eg: video call apps or services). To explain why it is important to be considerate and kind to people online and to respect their choices. To explain why things one person finds funny or sad online may not always be seen in the same way by others.	To describe what information I should not put online without asking a trusted adult first. 2BeSafe Online Bullying Key Learning To describe how to behave online in ways that do not upset others and be able to give examples.	technologies, eg: search engines. To know / understand that we can encounter a range of things online including things we like and don't like as well as things which are make-believe / jokes. To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 2BeSafe Health, Wellbeing and Lifestyle Key Learning To explain rules to keep self safe when using technology, both in and beyond the home.	To recognise more detailed examples of information that is personal to someone (eg: where someone lives or goes to school). To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to self or others.	To say why it belongs to me. To save my work under a suitable title so that others know it belongs to me. To understand that work created by others does not belong to me, even if I save it.
Y2	Unit 2.1 (6 lessons) Coding <u>Key Learning</u> To understand what an algorithm is. To create a computer program using an algorithm.	Unit 2.2 (2 lessons) Online Safety <u>Key Learning</u> To know how to refine searches using the Search tool. To use digital technology to share	Unit 2.3 (6 lessons) Spreadsheets <u>Key Learning</u> To understand the sorts of tasks that a spreadsheet program could be used for. To enter data into	Unit 2.4 (5 lessons) Questioning <u>Key Learning</u> To learn about data handling tools that can give more information than pictograms.	Unit 2.6 (5 lessons) Creating Pictures <u>Key Learning</u> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art	Unit 2.7 (3 lessons) Making Music <u>Key Learning</u> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.

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	To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs.	work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure.	spreadsheet cells. To use 2Calculate image tools. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph.	To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information	(Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage	To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence.
		Unit 2.5 Effective Searching (3 lessons) <u>Key Learning</u>				

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		To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet.				
	2BeSafe Self-Image and Identity <u>Key Learning</u> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened I can give examples of how they might get help.	2BeSafe Online Relationships <u>Key Learning</u> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission	2BeSafe Online Reputation <u>Key Learning</u> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect	2BeSafe Managing Online Information <u>Key Learning</u> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g.	2BeSafe Privacy and Security <u>Key Learning</u> I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private.' I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have	2BeSafe Online Bullying <u>Key Learning</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.

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	online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.		Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real.' I can explain why some information I find online may not be real or true.	devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	
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Y3 (Awaiting plans to be uploaded by Purple Mash for Spreadsheets, Coding, Presentations and Touch typing)	E-mail <u>Key Learning</u> To understand how people communicate with each other. To understand and respond to an email. To compose and send an email. To send an email attachment. To learn how to use email safely. To explore simulated email scenarios.	Route Planners (Coding) <u>Key Learning</u> To create simple commands in 2Go to move the turtle along a route. To create commands in 2Go in which the turtle turns using rotation. To plan algorithms and write 2 Go code that uses angles of turn. To use 90° and 45° angles in 2Go. To use the repeat algorithm and coding in 2Go.	Branching Databases <u>Key Learning</u> To understand the concept of using 'Yes' or 'No' questions to sort objects. To understand and use a branching database effectively. To plan and create a branching database. To test and debug branching databases to correct errors.	Spreadsheets (cont.) Coding	Presentations – Microsoft, Apple and Google	Touch Typing
	2BSafe – Self Image and Identity	2BSafe – Online Relationships	2BSafe – Online Reputation and Online Bullying	2BeSafe – Managing Information Online	2BeSafe – Health, Wellbeing and Lifestyle and	2BeSafe – Privacy and Security and Copyright and Ownership
Y4	Unit 4.1 - (6 lessons) Coding <u>Key Learning</u> To review coding vocabulary and knowledge.	Unit 4.2 (4 lessons) - Online safety <u>Key learning</u> To understand how children can protect themselves from online identity theft.	Unit 4.5 - (4 lessons) - Using Logo <u>Key Learning</u> To learn the structure of the language of 2Logo. To input simple instructions in 2Logo	Unit 4.4 (5 lessons) Writing for different audiences <u>Key Learning</u> To explore how font size and style can affect the impact of a text.	Unit 4.6 (3 lessons) Animation <u>Key Learning</u> To decide what makes a good, animated film or cartoon and discuss favourite animations.	Unit 4.7 (3 lessons) Effective Searching <u>Key Learning</u> To locate information on the search results page. To use search effectively to find out

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	To create a simple computer program. To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand how an IF statement works. To understand the Repeat until command. To begin to understand selection in computer programming. To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To review vocabulary and concepts learnt in Year 4 Coding. To create a playable game.	To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.	To use 2Logo to create letter shapes. To use the Repeat command in 2Logo to create shapes. To use and build procedures in 2Logo.	To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign.	To learn how animations are created by hand. To find out how 2Animate animations can be created in a similar way using technology. To learn about onion skinning in animation. To add backgrounds and sounds to animations. Introducing 'stop motion' animation. To share animation the class blog.	information. To assess whether an information source is true and reliable. Unit 4.10 (4 lessons) Artificial Intelligence <u>Key Learning</u> To understand the basic concept of artificial intelligence. To identify real-life examples of artificial intelligence. To recognise the impact of artificial intelligence in daily life. To recap what is meant by the terminology artificial intelligence. To explore how artificial intelligence can assist and benefit us in various aspects of daily life.
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		Unit 4.8 (2 lessons) - Hardware Investigators <u>Key Learning:</u> To understand the different parts that make up a desktop computer. To recall the different parts that make up a computer.				To understand the potential applications and impact of AI in the future. To encourage critical thinking and creativity when thinking about the future of AI. To understand how artificial intelligence is being used to create music and art. To use artificial intelligence to create music and art.
	2BSafe Self Image and Identity <u>Key Learning:</u> I can explain how my online identity can be different to my offline identity.	2BSafe Online Relationships <u>Key Learning:</u> I can describe strategies for safe and fun experiences in a range of online social	2BSafe Online reputation <u>Key learning:</u> I can describe how to find out information about others by searching online.	2BSafe Online Bullying <u>Key Learning:</u> I can recognise when someone is upset, hurt or angry online.	2BSafe Health, Wellbeing and Lifestyle <u>Key Learning:</u> I can explain how using technology can be a distraction from other	2BSafe Privacy and Security <u>Key Learning:</u> I can describe strategies for keeping personal

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	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.
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Y5	Unit 5.1 (6 lessons) Coding To review existing coding knowledge. To begin to be able to simplify code. To create a playable game. To understand what a simulation is. To program a simulation using 2Code To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use decomposition to make a plan of a real-life situation. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variable types	Unit 5.2 (4 lessons) Online Safety To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work.	Unit 5.3 (6 lessons) Spreadsheets To use formulae within a spreadsheet to convert measurements of length and distance. To use a spreadsheet to model a real-life problem. To use formulae to calculate area and perimeter of shapes. To use a spreadsheet to investigate the probability of the results of throwing many dice. To use spreadsheets to model real-life situations. To use the created spreadsheet to make decisions about these situations. To use the count tool to answer hypotheses about common letters in use.	Unit 5.4 (4 lessons) Databases To learn how to search for information in a database. To contribute to a class database To create a database around a chosen topic.	Unit 5.5 (5 lessons) Game Creator To introduce the 2DIY 3D tool. To begin planning a game. To design the game environment. To design the game quest to make it a playable game. To finish and share the game. To self- and peer evaluate.	Unit 5.8 (7 lessons) Word Processing To know what a word processing tool is for. To add and edit images to a word document. To know how to use word wrap with images and text. To change the look of text within a document. To add features to a document to enhance its look and usability. To use tables within MS Word to present information. To introduce children to templates. To consider page layout including heading and columns.
				IMovie (4 lessons) To take photos and edit them to add old effects To take videos and edit them to add old effects To edit my videos to shorten them To copy and paste videos on my timeline To add transitions with good effect To add titles to complement the video		

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	are and how they are used differently. To understand how to create a string. To begin to explore text variables when coding. To understand what concatenation is and how it works.	To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information Ensuring reliability through using different methods of communication.		To add music to my video To crop a photo/video within my project To change the speed of my video to add effect		
	2BSafe Self Image and Identity I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Online Reputation I can search for information about an individual online and	2BSafe Online Relationships I can demonstrate how to make responsible choices about having an online identity, depending on context. I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and	2BSafe Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and	2BSafe Health, Well-being and lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing	2BSafe Privacy and security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	2BSafe Managing online information I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and

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	summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can explain what app permissions are and can give some examples. Copyright and ownership I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	why it is important to be 'sceptical.' I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies
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						or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.
Y6	Formatting Word Office 365 Word Key learning	IMovie (Not on Purple mash) Key leaning	6:9 Spreadsheets (Microsoft Excel) Key Learning	Coding – 2Code Key learning	6:4 Blogging 2Blog Key learning To identify the purpose of writing a blog.	6:7 Quizzing 2Quiz, 2DIY, Toolkit, 2Investigate, 2Survey

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	I will learn how to change the font style, size, and colour to suit the purpose of my writing. (Focus: Basic text formatting for readability and tone.) I will use bold, italics, and underline to emphasize important information. (Focus: Highlighting key points effectively.) I will align text (left, centre, right, justify) appropriately for different types of documents. (Focus: Layout and presentation.) I will create and format bullet points and numbered lists to organize information clearly.	I will learn how to import and organize video clips, photos, and audio in iMovie. (Focus: Project setup and media management.) I will be able to edit video clips by trimming, splitting, and rearranging them to create a logical sequence. (Focus: Video editing skills and storytelling structure.) I will add titles, transitions, and effects to enhance the visual appeal of my video. (Focus: Creative enhancement and visual storytelling.) I will include background music and sound effects that	To know what a spreadsheet looks like. To navigate and enter data into cells. To introduce some basic data formulae in Excel. To demonstrate how the use of Excel can save time and effort when performing calculations. To use a spreadsheet to model a situation. To demonstrate how Excel can make complex data clear by manipulating the way it is presented. To use formulae for percentages, averages, max and min in spreadsheets. To create a variety of graphs in Excel.	To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works To use functions and understand why they are useful. • To understand how functions are created and called. To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled	• To identify the features of successful blog writing. - To plan the theme and content for a blog. - To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog - To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. • To understand how and why blog posts and comments are approved by the teacher.	Key learning To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a survey and analyse the responses
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	<i>(Focus: Structured writing and clarity.)</i> I will insert and format images to support the meaning of my text. <i>(Focus: Visual enhancement and relevance.)</i> I will use headers, footers, captions, subheadings, using text boxes and page numbers to organize multi-page documents. <i>*(Focus: Professional formatting and navigation.)</i>	match the mood and message of my video. <i>(Focus: Audio editing and emotional tone.)</i> I will use voiceovers or on-screen text to communicate key ideas clearly. <i>(Focus: Communication and clarity.)</i> I will export and share my final video in a format appropriate for my audience. <i>*(Focus: Final output and audience awareness.)</i>		To understand the different options of generating user input in 2Code. • To understand how user input can be used in a program To understand how 2Code can be used to make a text-based adventure game		
E-Safety	<i>To be taught as and when pupils do research</i> Session 1 - I can explain how search engines work and how results	Online Bullying 2 sessions Key Learning Session 1 - I can describe how to capture bullying	Online relationships 4 sessions Key Learning Session 1 - I can explain how sharing something online may have an impact either	Health, Well-being and Lifestyle 4 sessions Key Learning Session 1 - I can describe common systems that regulate	Online Relationships 3 sessions Key Learning I can explain how sharing something online may have an impact either	Self-Image and identity 3 sessions Key Learning Session 1 - I can identify and critically evaluate online

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	are selected and ranked. Session 2 - I can explain how to use search technologies effectively. Session 3 - I can describe how some online information can be opinion and can offer examples. Session 4 - I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. Session 5 - I can define the terms 'influence', 'manipulation' and	content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Session 2 - I can explain how someone would report online bullying in different contexts. Copyright and Ownership 2 sessions Session 1 - I can demonstrate the use of search tools to find and access online content which can be reused by others. Session 2 - I can demonstrate how to make references to and acknowledge	positively or negatively. Session 2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Session 3 - I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Session 4 - I can explain that taking or sharing inappropriate	age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Session 2 - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Session 3 - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). Session 4 - I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular	positively or negatively. Session 2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Session 3 - I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Session 4 - I can explain that taking or sharing inappropriate	content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. Session 2 - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. Session 3 - I can explain the importance of asking
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	'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). Session 6 - I can identify, flag and report inappropriate content.	sources I have used from the internet.	images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	breaks, correct posture, sleep, diet and exercise).	images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	until I get the help needed.
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Computing Curriculum Overview

JERSEY CURRICULUM – Computing



Key Stage 1

Pupils should be taught to:

- 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.

Key Stage 2

Pupils should be taught to:



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- 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 how computer networks, including the Internet, work; 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.