Cycle 1		Milepost Three Covering Year 5 Skills E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)					
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Week 1	**Year 5 Computing lesson** (30 minutes)	**First week back (2 days)**	Databases Lesson 4b **Information Technology**	Game Creator Lesson 4a **Computer Science**	Word processing Lesson 2a **Information Technology**	Coding Lesson 1a **Computer Science**	Coding Lesson 3b **Computer Science**
	Year 5 2BeSafe Session (10 minutes)		Online reputation Session 1	Online bullying Session 5	Managing online information Session 4	Managing online information Session 9	Health, well-being, and lifestyle Session 4
Week 2	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 1a **Information Technology**	Game Creator Lesson 1a **Computer Science**	Game Creator Lesson 4b **Computer Science**	Word processing Lesson 2b **Information Technology**	Coding Lesson 1b **Computer Science**	Coding Lesson 4a **Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Self-image and identity Session 1	Online reputation Session 2	Online bullying Session 6	Managing online information Session 5	Health, well-being, and lifestyle Session 1	Privacy and security Session 1
Week 3	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 1b **Information Technology**	Game Creator Lesson 1b **Computer Science**	Game Creator Lesson 5a **Computer Science**	Word processing Lesson 3 **Information Technology**	Coding Lesson 2a **Computer Science**	Coding Lesson 4b **Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Self-image and identity Session 2	Online bullying Session 1	Managing online information Session 1	Managing online information Session 6	Health, well-being, and lifestyle Session 2	Privacy and security Session 2

Week 4	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 2a **Information Technology**	Game Creator Lesson 2a **Computer Science**	Game Creator Lesson 5b **Computer Science**	Word processing Lesson 4 **Information Technology**	Coding Lesson 2b **Computer Science**	Coding Lesson 5a **Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Online relationships Session 1	Online bullying Session 2	Managing online information Session 2	Managing online information Session 7	Health, well-being, and lifestyle Session 3	Privacy and security Session 3
Week 5	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 2b **Information Technology**	Game Creator Lesson 2b **Computer Science**	Word processing Lesson 1a **Information Technology**	Word processing Lesson 5 **Information Technology**	Coding Lesson 3a **Computer Science**	Coding Lesson 5b **Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Online relationships Session 2	Online bullying Session 3	Managing online information Session 3	Managing online information Session 8	*Further explore sessions taught that you think is relevant for your class.*	Copyright and ownership Session 1
Week 6	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 3a **Information Technology**	Game Creator Lesson 3a **Computer Science**	Word processing Lesson 1b **Information Technology**	Word processing Lesson 6 **Information Technology**		Coding Lesson 6a **Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Online relationships Session 3	Online bullying Session 4	*Further explore sessions taught that you think is relevant for your class.*	*Further explore sessions taught that you think is relevant for your class.*		Copyright and ownership Session 2
Week 7	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 3b	Game Creator Lesson 3b				Coding Lesson 6b

		Information Technology	**Computer Science**				**Computer Science**
	Year 5 2BeSafe Session (10 minutes)	Online relationships Session 4	*Further explore sessions taught that you think is relevant for your class.*				*Further explore sessions taught that you think is relevant for your class.*
Week 8	**Year 5 Computing lesson** (30 minutes)	Databases Lesson 4a **Information Technology**					
	Year 5 2BeSafe Session (10 minutes)	Online relationships Session 5					

Cycle 2		**Milepost Three Covering Year 4 Skills** **E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)**					
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Week 1	**Year 4 Computing lesson** (30 minutes)	**First Week back (2 days)**	Animation Lesson 4b **Information Technology**	Logo Lesson 2a **Computer Science**	Unpacking hardware and software Lesson 1a **Information Technology**	Coding Lesson 1a **Computer Science**	Coding Lesson 3b **Computer Science**
	Year 4 2BeSafe Session (10 minutes)		Online reputation Session 1	Managing online information Session 2	Health, well-being, and lifestyle Session 1	Privacy and security Session 2a	Privacy and security Session 4a
Week 2	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 1a **Information Technology**	Animation Lesson 5a **Information Technology**	Logo Lesson 2b **Computer Science**	Unpacking hardware and software Lesson 1b **Information Technology**	Coding Lesson 1b **Computer Science**	Coding Lesson 4a **Computer Science**
	Year 4 2BeSafe Session (10 minutes)	Self-image and identity Session 1	Online reputation Session 2	Managing online information Session 3	Health, well-being, and lifestyle Session 2	Privacy and security Session 2b	Privacy and security Session 4b
Week 3	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 1b **Information Technology**	Animation Lesson 5b **Information Technology**	Logo Lesson 3a **Computer Science**	Unpacking hardware and software Lesson 2a **Information Technology**	Coding Lesson 2a **Computer Science**	Coding Lesson 4b **Computer Science**

	Year 4 2BeSafe Session (10 minutes)	Self-image and identity Session 2	Online bullying Session 1	Managing online information Session 4	Privacy and security Session 1a	Privacy and security Session 3a	Copyright and ownership Session 1a
Week 4	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 2a **Information Technology**	Animation Lesson 6a **Information Technology**	Logo Lesson 3b **Computer Science**	Unpacking hardware and software Lesson 2b **Information Technology**	Coding Lesson 2b **Computer Science**	Coding Lesson 5a **Computer Science**
	Year 4 2BeSafe Session (10 minutes)	Self-image and identity Session 3	Online bullying Session 2	Managing online information Session 5	Privacy and security Session 1b	Privacy and security Session 3b	Copyright and ownership Session 1b
Week 5	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 2b **Information Technology**	Animation Lesson 6b **Information Technology**	Logo Lesson 4a **Computer Science**	Unpacking hardware and software Lesson 3 **Information Technology**	Coding Lesson 3a **Computer Science**	Coding Lesson 5b **Computer Science**
	Year 4 2BeSafe Session (10 minutes)	Online relationships Session 1	Online bullying Session 3	Managing online information Session 6	Privacy and security Session 2a	*Further explore sessions taught that you think is relevant for your class.*	Copyright and ownership Session 2a
Week 6	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 3a **Information Technology**	Logo Lesson 1a **Computer Science**	Logo Lesson 4b **Computer Science**	Unpacking hardware and software Lesson 4		Coding Lesson 6a **Computer Science**

					Information Technology		
	Year 4 2BeSafe Session (10 minutes)	Online relationships Session 2	Managing online information Session 1	*Further explore sessions taught that you think is relevant for your class.*	*Further explore sessions taught that you think is relevant for your class.*		Copyright and ownership Session 2b
Week 7	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 3b **Information Technology**	Logo Lesson 1b **Computer Science**				Coding Lesson 6b **Computer Science**
	Year 4 2BeSafe Session (10 minutes)	Online relationships Session 3	*Further explore sessions taught that you think is relevant for your class.*				*Further explore sessions taught that you think is relevant for your class.*
Week 8	**Year 4 Computing lesson** (30 minutes)	Animation Lesson 4a **Information Technology**					
	Year 4 2BeSafe Session (10 minutes)	*Further explore sessions taught that you think is relevant for your class.*					

	Year 4	**Year 5**
Computer Science **Year 4**	**<u>Logo</u>**	**<u>Game Creator</u>** • I can evaluate the playability of a video game.

Logo Coding **Year 5** Game Creator Coding	• I can input commands in the Logo tool to make the turtle move in a particular direction towards a goal. • I can input directional commands (FD, BK, RT, LT) and more abstract, non-directional commands (such as PU and PD). • I can pace commands correctly and debug with a consideration for spacing when errors occur. • I can alter line properties to explore visual effects. • I can use the line commands to achieve desired visual effects from the code. • I can identify where the repeat command would be an efficient coding structure to use. • I can create regular shapes using the repeat command. • I can anticipate the effect of the repeat when used in example code. • I can write and save Logo procedures. • I can call the procedures within their code. • I can consider how best to use procedures to make their code efficient. • I can make logical attempts to debug Logo code. • I can make use of multi-line mode for more complex code to enable easier debugging. **Coding** Will update soon when new unit is on purple mash.	• I can make a 3D game using the key functions of the 2DIY 3D game creator tool. • I can use a design document to plan the theme and aim, characters and game world, game features, timing, character movement and interaction for a 3D game. • I can choose and design appropriate textures for the game world walls, floors, lighting, hazards and scenery. • I can choose or compose appropriate sound effects and music for the game. • I can design the collectable quest items and add movement, sound effects and actions. • I can consider where to place the collectable quest items, so it is possible to finish the game. • I can place sprites in the game in such a way as to provide challenge but not make it impossible to play. • I can select appropriate penalties for encountering an enemy. • I can create useful instruction screens for players. • I can evaluate games made by their peers using given criteria. • I can read evaluations of their game from others. • I can make appropriate improvements to their game. **Coding** Will update soon when new unit is on purple mash.
Information Technology **Year 4** Unpacking hardware and software	**Unpacking hardware and software** • I can identify whether an item is an example of technology.	**Databases** • I can use the functionality of the 2Investigate database tool to work with data.

Animation **Year 5** Databases Word Processing	• I can decide whether an item is an example of electrical, digital, or smart technology. • I can define what is meant by hardware, components, and peripherals. • I can name hardware components of a computer system. • I can describe the function of these different parts. • I can identify the functions and common components of different software tools and relate them to the tasks those tools perform. • I can describe a process in terms of inputs, hardware and software processing and outputs. **<u>Animation</u>** • I can describe how hand drawn animation is created. • I can make a simple flick animation book. • I can contrast the process of animating by hand to the use of animation technology. • I can use 2Animate to make simple animations using the specific animation functionality. • I can choose appropriate sound effects and speeds for animations. • I can use storyboarding to plan an animation.	• I can identify, create, and edit records and fields of a database. • I can sort, group, and arrange information in a database. • I can search for information in a database. • I can answer questions involving the interrogation of a database. • I can add records to a collaborative database. • I can interrogate the data of a collaborative database. • I can design a database with validation included. • I can use the query builder to specify conditions for the data returned. • I can use conditional operators correctly when building a database query. • I can build complex queries across multiple tables to answer questions about the data. • I can produce automated reports using fields within the data. **<u>Word Processing</u>** Will update soon when new unit is on purple mash.
Digital Literacy	See 2BeSafe Objectives	

2BeSafe Year 4 & Year 5 Objectives E Safety		
	Year 4	**Year 5**
Self-Image and Identity	• I can explain how my online identity can be different to my offline identity. • 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.	• 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 Relationships	• I can describe strategies for safe and fun experiences in a range of online social 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 unimpor • tant to one person but may be important to other people's thoughts feelings and beliefs.	• I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). • 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 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. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
Online Reputation	• I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	• I can search for information about an individual online 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.
Online Bullying	• I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	• 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 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 who can support me and what I would say and do if I needed their help (e.g. Childline or The Mix).
Managing Online Information	• I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, popups) and can recognise some of these when they appear online. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	• 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. voiceactivated searching giving one result. • 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 or by vloggers, content creators, influencers). • 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. • I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. • 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.

Health, Wellbeing and Lifestyle	• I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	• 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 information about health and wellbeing 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.
Privacy and Security	• I can describe strategies for keeping my personal information private, depending on context. • I can explain that internet use is never fully private and is monitored, e.g. adult supervision. • I know what the digital age of consent is and the impact this has on online services asking for consent. • 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 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. I can explain what app permissions are and can give some examples.
Copyright and Ownership	• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	• 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.