Cycle A Computing KS1

Autumn	Spring	Summer
1.1 Online safety To log in safely. To start to understand the idea of 'ownership' of their creative work. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. To understand the importance of logging out when they have finished. **2.2 Online safety** To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share 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 or equivalent simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. To understand that information put online leaves a	**2.4 Questioning** To show that the information provided on pictograms is of limited use beyond answering simple questions. To use yes/no questions to separate information. To construct a binary tree to separate different items. To use 2Question or equivalent (a binary tree) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. **2.6 Creating pictures** To be introduced to 2Paint a Picture or equivalent. To look at the impressionist style of art (Monet, Degas, Renoir). To recreate pointillist art and look at the work of pointillist artists such as Seurat. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template. To explore surrealism and eCollage	**2.8 Presenting ideas** To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a nonfiction topic. To make a presentation to the class.

digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure.		

Cycle A Computing KS2

Autumn	Spring	Summer
3.2 Online safety To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. For pupils to consider if what they read on websites is true? To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. **4.2 Online safety** To understand how pupils can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or	**3.3 Spreadsheets** To create pie charts and bar graphs. To use 'more than', 'less than' and 'equals' tools. To introduce the advanced mode of 2Calculate or equivalent and use coordinates. **3.6 Branching databases** To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question or equivalent To create a branching database of the pupils' choice.	**3.1 Coding** Review previous coding Simulating a physical system Making a timer Debugging Making a control simulation Decomposition and abstraction **4.1 Coding** Review previous coding Introducing 'if' statements 'If/else' statements Repetition Repeat until Variables

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.		