| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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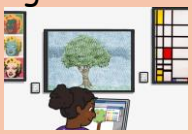
| Year 1 | Digital painting<br>  <br>•Children begin to use a painting software independently.<br>• Children can use brush tools effectively to create a digital painting.<br>• Children can select and use colours in a digital painting.<br>• Children can use shapes to recreate a digital painting and fill those shapes with colour. | Computing skills<br>  <br>•Children can identify examples of technology in the classroom, name the main parts of a PC device and begin to understand what each part is used for.<br>•Children can switch on a PC device, sometimes with adult support and use a keyboard to log on to a PC device | Online safety<br>  <br>• Children will be able to type their name and the date on a piece of work they have created • Children will be able to choose the correct Safe Search filter when using a search engine<br>• Children will be able to make links between the online and offline world | Programming toys<br>  <br>• Children will be able to say what an algorithm is<br>• Children will be able to say why it is important to be precise when writing an algorithm<br>• Children will be able to check their work for mistakes | Programming with ScratchJR<br>  <br>• Children will be able to use different end blocks, including repeat forever<br>• Children will be able to change the size of characters to grow or shrink<br>• Children will be able to hide and show characters with a block | Word processing skills<br>  <br>• Children will be able to save their work in their folder<br>• Children will be able to edit text using backspace, delete and the arrow keys<br>• Children will be able to format the font |
| Year 2 | Technology around us<br>  <br>• Children can identify examples of technology used in different settings.<br>• Children can describe how they use technology in their lives and explain the benefits of doing so.<br>• Children can identify risks of going online and can begin to think of some ways to keep safe. | Online safety<br>  <br>• Children will be able to explain what 'digital footprint' means<br>• Children will be able to know how people can use the information they put online<br>• Children will be able to know that a digital footprint contains information about a person | Digital artists<br>  <br>• Children use digital painting software independently.<br>• Children can use brush tools to create a piece of digital art in the style of pointillism.<br>• Children can select and use a range of tools to create a piece of digital art in the style of Mondrian. | Presentation skills<br>  <br>• Children will be able to create folders<br>• Children will be able to print files<br>• Children will be able to add images and format text | Prepare for Turtle Logo<br>  <br>• Children will be able to turn accurately 90° (a quarter turn).<br>• Children will be able to walk squares and rectangles<br>• Children will be able to give and follow instructions. | Using the internet<br>  <br>• Children will be able to identify search results that will give some useful information<br>• Children will be able to know where to find the address of a link<br>• Children will be able to log in and post a blog or comments |

| Year 3 | Online searchers and surfers | Coding with scratch: learning loops | Drawing and desktop publishing | Online safety | Programming Turtle Logo and Scratch | Word Processing |
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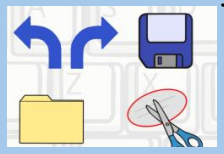
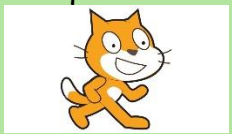
| |  <br>• Children can identify what the Internet is and how it works, including how packets of data move along routes and the different connections that can be used.<br>• Children can use a search engine to find information and implement strategies to improve results when searching online, including using keywords. |  <br>• Children are beginning to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.<br>• Children can use sequence, selection, and repetition in programs; they are introduced to variables and various forms of input and output. |  <br>• Children will be able to order and group objects<br>• Children will be able to move, resize and arrange text boxes and images effectively |  <br>• Children will be able to recognise and define cyberbullying<br>• Children will be able to identify safe people to report cyberbullying to<br>• Children will be able to know how cyberbullying can happen via a range of devices |  <br>• Children will be able to draw shapes with spaces between using penup and pendown (Turtle Logo)<br>• Children will be able to change and alter the pen settings (Scratch) |  <br>• Children will be able to select single words<br>• Children will be able to cut, copy and paste text<br>• Children will be able to format the font |
| **Year 4** | **Communication and Collaboration** | **Coding with Scratch: Questions and quizzes** | **Animation** | **Online Safety** | **Programming Turtle Logo** | **Word Processing** |
| |  <br>• Children are confident in recognising different methods of online communication and can identify the positives and negatives of communicating online.<br>• Children can identify and recognise features of email and demonstrate an |  <br>• Children can understand and explain what conditional statements are, using if…then and if…then…else blocks in code.<br>• Children can select appropriate blocks for a |  <br>• Children will be able to describe one or more traditional methods of animation.<br>• Children will be able to make slight changes to an image using onion skinning, understanding the term.<br>• Children will be able to use a time slider to find a specific point in a film |  <br>• Children will be able to identify comments or messages that may be hurtful to others<br>• Children will be able to edit their own messages and comments to make sure they are kind<br>• Children will be able to understand that search results are ranked |  <br>• Children will be able to draw shapes<br>• Children will be able to fill shapes in different colours.<br>• Children will be able to draw arcs of different sizes as required. |  <br>• Children will be able to use some of the main keyboard shortcuts<br>• Children will be able to suggest ways to improve a layout<br>• Children will be able to apply specific effects to an image |

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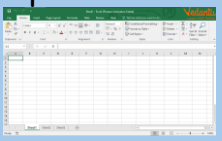
| | understanding of spam emails and phishing.<br>• Children will be able to send emails using the CC feature. | desired outcome, including using repeat loops, Sensing blocks and Operator blocks to create a multiplication quiz. | clip to insert or edit an object. | | | |
| Year 5 | Strategic Searching Online<br>  <br>• Children search for information using appropriate search engines and can refine their search terms by using keywords.<br>• Children can refine their searches using Boolean operators with some guidance.<br>• Children can use strategies to check the reliability of information on web pages. | Coding with Scratch: Developing Games<br>  <br>• Children can design and create a simple maze game by: designing backdrops and sprites; using relevant coding blocks; programming consequences for actions completed; adding appropriate effects to enhance the game by including a backdrop and costume changes.<br>• Children understand and use conditional statements in their code, including if...then and if... then...else blocks. | Controlling Devices Flowol<br>  <br>• Children will be able to create a program to control a simple sequence.<br>• Children will be able to modify symbols in a flowchart for effect.<br>• Children will be able to create flowcharts for multiple inputs and outputs. | Online Safety<br>  <br>• Children will be able to identify comments or messages that may be hurtful to others<br>• Children will be able to edit their own messages and comments to make sure they are kind<br>• Children will be able to understand that search results are ranked | Radio Station<br>  <br>• Children will be able to listen to and improve on their own recordings by re-recording<br>• Children will be able to locate and download existing sound files to be imported into recording software<br>• Children will be able to combine two or more tracks to make a new, original recording | Using and applying skills<br>  <br>• Children will be able to use search engines safely and effectively to research ideas.<br>• Children will be able to use and combine appropriate software to draw and design room plans and other features.<br>• Children will be able to use and combine software to present information in different ways. |
| Year 6 | Know your network<br>  <br>• Children can describe what a computer network is and identify | Coding with Scratch: Animated Stories<br>  | 3D Modelling<br>  <br>• Children will use a range of key vocabulary to demonstrate knowledge and | Kodu Programming<br>  <br>• Children will be able to follow instructions given | Film Making<br>  <br>• Children will be able to plan additional elements | Spreadsheets<br>  <br>• Children will be able to enter formulae into cells. |

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| | what devices connect to a network.<br>• Children can identify three types of networks (LAN, MAN, WAN), explain how networks are defined and list two network topologies.<br>• Children can list protocols and explain what they are used for and provide an example IP address. | • Children can select appropriate sprites to fit within a scene and use costume changes for motion effect.<br>• Children can use the broadcast message and receive block to structure and control the timing of events.<br>• Children can insert the show and hide block into a algorithm and locate the correct place to make a sprite appear visible. | understanding of 3D modelling.<br>• Children will use a range of 3D modelling tools with growing independence.<br>• Children will use 3D modelling software to accomplish specific goals. | in the Kodu programming environment.<br>• Children will be able to describe the actions of a sequence of Kodu commands.<br>• Children will be able to use tools to change the size of the ground and raise or lower the landscape. | for film-making such as locations and props<br>• Children will be able to evaluate whether information is reliable or not<br>• Children will be able to speak clearly into the camera when being recorded | • Children will be able to edit data and discuss the effect on results.<br>• Children will be able to use further functions including AVERAGE, MIN and MAX.<br>• Children will be able to create graphs |