

Computing – Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1	Exploring equipment, exposure to a wide range of hardware, software and apps Finding out what technology is best for different purposes e.g. what shall I use to take a photo? What shall I use to heat my dinner? What shall I use to watch a video or play a game? etc					
Y2	As above but with additional focus on:					
	Mouse Skills		Navigating and playing educational games on Education City, Mathletics etc		Keyboard skills (for those with literacy skills) Continuation of previous skills if children can't access the keyboard yet)	
Y3	Photography and Creating Art	Exploring Purple Mash (Purple Mash Unit 1.1)	Online Safety Privacy and Security	Online Safety Copyright & Ownership	Following and creating simple instructions: (Purple Mash unit 1.4 LEGO BUILDERS)	Coding: Beebots
Y4	Word Processing	Making an animated Storybook (Purple Mash unit 1.6)	Online Safety Managing Online Information	Online Safety Health, Wellbeing and Lifestyle	Coding: Beebots	Coding: (Purple Mash unit 1.5: MAZE EXPLORERS)
Y5	Data Handling Pictograms and Simple Spreadsheets (Purple Mash Unit 1.3)	Virtual Reality and Making Videos	Online Safety Online Relationships	Online Safety Self-image and Identity	Coding: Beebots and Blue-Bots	Coding: Using Scratch Jr to create a simple animation
Y6	Making Music (Purple Mash unit 2.7)	Presentations (Purple Mash unit 2.8)	Online Safety Online Bullying	Online Safety Online Reputation	Coding: Using Purple Mash 2code (Purple Mash unit 1.7 and/or 2.1)	Coding: Lego WeDo to make Milo the Moon Robot

NB: Some pupils may not be ready to access this content yet – for those pupils it is important they are taught basic skills first (i.e. activities from EYFS/Year 2)

Year 3 Computing

Term/Topic	Curriculum Objectives	Skills/Knowledge	Equipment/Apps/Links
Autumn 1 Creating art/ Photography	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1 Objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Basic skills: <ul style="list-style-type: none"> • I can take a photograph • I can use a painting app and explore the paint and brush tools Further skills: <ul style="list-style-type: none"> • I can take a photograph and use it in an app • I can edit a photo with simple tools • I can use a paint/drawing app to create a digital image • I can edit a photo (crop, filters, mark up etc) • I can select and use tools to create digital imagery – controlling the pen and using the fill tool 	<ul style="list-style-type: none"> - iPad Camera - Digital Camera - Photo Booth (ipad App) - Mark Up (ipad feature) - Purple Mash - Paint - Pretty Things
Autumn 2 Exploring Purple Mash (PM 1.1)	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1 Objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Basic skills: <ul style="list-style-type: none"> • I can choose an activity on Purple Mash • I can log on to Purple Mash, with some adult support if I need it. Further skills: <ul style="list-style-type: none"> • I can name some examples of technology at school and home • I can explore some of the tools on Purple Mash • I can save my work in a safe place on Purple Mash • I can open work that I saved last time on Purple Mash • I can submit work to my teacher on Purple Mash 	Purple Mash
Spring 1 Online Safety/Digital Literacy: Privacy & Security	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Basic skills: <ul style="list-style-type: none"> • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can describe the people I can trust and can share this with; I can explain why I can trust them. • I can use passwords for my accounts and devices. Further skills: <ul style="list-style-type: none"> • I understand that I should ask a trusted adult before I share information about myself online • I can describe and explain some rules for keeping my information private • I can explain how to keep my passwords safe • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can describe how online information about me could be seen by others. 	
Spring 2 Online Safety/Digital Literacy: Copyright & Ownership	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Basic skills: <ul style="list-style-type: none"> • I know that work I create belongs to me. • I can name my work so that others know it belongs to me. Further skills: <ul style="list-style-type: none"> • I can say why my work belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name on content). • I can explain why other people's work belongs to them • I recognise that content on the internet may belong to other people 	
Summer 1 Simple Algorithms (PM 1.4 Lego Builders)	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Basic skills: <ul style="list-style-type: none"> • I can follow some simple (visual) instructions to complete a simple task • I know that in a computer program, instructions are called 'algorithms' Further skills: <ul style="list-style-type: none"> • I can sequence some simple instructions correctly e.g. for a simple recipe or everyday task • I can make my own set of instructions for a simple everyday task or recipe • I can edit instructions to make sure they work (debug an algorithm) 	Purple Mash computing unit 1.4 Lego/Duplo and instructions to make a simple Lego/Duplo model Purple Mash art activities Simple recipe Ingredients to follow simple recipe
Summer 2 Coding: Beebots	EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	Basic skills: <ul style="list-style-type: none"> • I can tinker with a Beebot robot (play/try out) • I can use simple direction language and arrow buttons on a Beebot • I can follow simple visual/oral algorithms (instructions) for a familiar activity or simple journey (e.g. from classroom to toilets) • I can input a simple sequence of commands to control a digital device with some support (e.g. remote-control car or Beebot) Further skills: <ul style="list-style-type: none"> • I can create some simple instructions for a Beebot • I can sequence steps accurately in my own instructions for a Beebot to make a specific journey • I can debug instructions which are not working 	Beebots Beebot app on ipads Beebot mats (maps, alphabet or number charts for example) Remote controlled cars Beebot tunnels and props for more able

Year 4 Computing

Term/Topic	Curriculum Objectives	Skills/Knowledge	Equipment/Apps/Links
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Word Processing</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can play on a touch screen game and use computers/ keyboards/ mouse in role play • I can type letters with increasing confidence using a keyboard and tablet <p>Further skills (very dependent on children’s literacy ability):</p> <ul style="list-style-type: none"> • I can dictate words or sentences into a digital device (dependent on communication needs) • I can type my name on an iPad and on a computer keyboard • I can type simple words • I can use the spacebar to make a space between words • I can use backspace to delete words or letters • I can use return/enter to start a new line • I can use caps lock or shift to write a capital letter • I can use the arrow keys to play a game 	<p>MS Word Notes (iPad app) WordQ SpeakQ Clicker Purple Mash (typing resources and word processing activities) Google search Child friendly keyboards if needed Interactive whiteboard</p> <p>https://www.kidztype.com/dance-mat-typing-level-1-stage-1_f1117a537.html</p> <p>https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr</p>
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Making an Animated Storybook (PM 1.6)</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can use drawing tools to make a picture on each page • I can add text (with adult support if I need it) • I can save my work <p>Further skills (very dependent on children’s literacy ability):</p> <ul style="list-style-type: none"> • I can use the animation effects on Purple Mash to make my pictures move • I can add sound effects to my pictures, with help if I need it • I can add a voice recording to a page • I can add a background to a page • I can add imaginative features to my animated story to enhance the story • I can think about what the audience would enjoy • I can share my story with others 	<p>Purple Mash</p>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Online Safety/Digital Literacy: Managing Online Information</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I know I can find information or resources on the internet • I can identify devices I could use to access information on the internet <p>Further skills (very dependent on children’s literacy ability):</p> <ul style="list-style-type: none"> • I can give simple examples of how to find information (e.g. search engine, voice activated searching). • I can use simple keywords in a search engine • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. • 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 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 true. 	
<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Online Safety/Digital Literacy: Health, Wellbeing and Lifestyle</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I know at least one way I can keep safe when using technology <p>Further skills:</p> <ul style="list-style-type: none"> • I can give simple examples of some rules which keep me safe when I use technology at home or school • I know why it is not always good to spend too much time using technology • I can explain how I can keep safe using technology outside of home or school 	
<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Coding: Beebots</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can use simple direction language and arrow buttons on a Beebot • I can follow simple visual/oral algorithms (instructions) for a familiar activity or simple journey (e.g. from classroom to toilets) • I can input a simple sequence of commands to control a digital device (i.e. a Beebot) 	<p>Beebots Beebot app on ipads Beebot mats (maps, alphabet or number charts for example)</p>

	<p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Further skills:</p> <ul style="list-style-type: none"> ● I can create some simple instructions for a Beebot to make a planned journey ● I can sequence steps accurately in my own instructions for a Beebot to make a specific journey correctly ● I can debug instructions which are not working ● I can make precise, unambiguous instructions ● I can predict the outcome of an algorithm by reading it before testing it 	<p>Remote controlled cars Beebot tunnels and props</p>
<p>Summer 2 Coding (PM 1.5 Maze Explorers)</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Basic skills:</p> <ul style="list-style-type: none"> ● I can use and understand simple directional language ● I can use basic arrow keys on a keyboard or screen ● I can follow a simple set of instructions involving directional language/arrows ● I can use direction language/arrow keys to create a simple algorithm <p>Further skills:</p> <ul style="list-style-type: none"> ● I can add a unit of measurement to a directional instruction (e.g. move left 8 squares) ● I can debug a simple algorithm if it is not working ● I can use more complex directional language/arrow keys (diagonals) to make my algorithm more efficient ● I can make precise, unambiguous instructions ● I can predict the outcome of an algorithm by reading it before testing it 	<p>Purple Mash 2Go Challenges 1-6 (follow planning for Purple Mash computing unit 1.5)</p>

Year 5 Computing

Term/Topic	Curriculum Objectives	Skills/Knowledge	Equipment/Apps/Links
<p>Autumn 1</p> <p>Data Handling</p> <p>(Purple Mash Unit 1.3)</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can access Purple Mash • I can sort objects into two or more categories • I can count objects/data presented on a simple bar chart or pictogram <p>Further skills:</p> <ul style="list-style-type: none"> • I can present simple data on a pictogram • I can collect my own data and present it on a pictogram or bar chart • I can explain what my pictogram or bar chart tells me • I can sort objects and data into a range of charts and graphs including Venn Diagrams and Pie Charts 	<p>Purple Mash 2Count</p> <p>Purple Mash 2Calculate</p> <p>Purple Mash 2Graph</p>
<p>Autumn 2</p> <p>Virtual Reality and Creating Videos</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I know the difference between a photo and a video • I can record a short video using an iPad or camera • I can watch my video back <p>Further skills:</p> <ul style="list-style-type: none"> • I can put two clips together and add a sound effect on iMovie • I can add a voiceover to my video • I can add titles • I can add transitions between clips • I can organise my video well so that it flows well for the audience 	<p>iPads</p> <p>iMovie app</p>
<p>Spring 1</p> <p>Online Safety/Digital Literacy: Online relationships</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I (might) use technology to communicate with people I know. <p>Further skills:</p> <ul style="list-style-type: none"> • I can use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online. • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). 	<p>Camera filters on iPad or Mash Cams on Purple Mash</p>
<p>Spring 2</p> <p>Online Safety/Digital Literacy: Self-image and Identity</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset <p>Further skills:</p> <ul style="list-style-type: none"> • I know that I can say no/the above phrases in real life AND online • 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 can trust. • I can describe ways in which people might make themselves look different online. • I can explain how other people's identity online can be different to their identity in real life 	<p>MS Teams meetings with other classes</p> <p>2email on Purple Mash (children can email pretend characters and each other)</p> <p>Possibly speak to Frederique re. emailing buddy school (teacher to teacher)</p>
<p>Summer 1</p> <p>Coding: Blue-bots</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can tinker with a Blue-bot (play with/try out/experiment to see how it works) • I can use simple direction language and arrow buttons • I can follow simple visual/oral algorithms (instructions) for a familiar activity or simple journey • I can input a simple sequence of commands to control a digital device (i.e. a Bluebot) <p>Further skills:</p> <ul style="list-style-type: none"> • I can create some simple instructions for a Blue-bot to make a planned journey • I can sequence steps accurately in my own instructions on an iPad for a Blue-bot to make a specific journey correctly • I can debug instructions which are not working • I can make precise, unambiguous instructions • I can predict the outcome of an algorithm by reading it before testing it 	<p>Blue-bots (similar to beebots but controlled by iPad app)</p> <p>iPads & Blue-bot app</p> <p>Beebot mats (maps, alphabet or number charts for example)</p> <p>Remote controlled cars</p> <p>Beebot tunnels and props</p>

<p>Summer 2</p> <p>Coding: Scratch Jr</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Basic skills:</p> <ul style="list-style-type: none"> ● I can follow some simple (visual) algorithms to complete a simple task ● I can sequence algorithm blocks on Scratch Jr to make a simple algorithm ● I can test my algorithm to see if it works <p>Further skills:</p> <ul style="list-style-type: none"> ● I can sequence blocks to make sure my algorithm works in the correct order ● I can edit characters (Sprites) and backgrounds (stage) ● I can use direction blocks to move my sprite ● I can use units of measurement to move my sprite different distances ● I can debug my algorithm to improve it or make it more efficient ● I can use repetition, add sound, messages and speech blocks to improve my Scratch project 	<p>iPads and Scratch Jr app</p> <p>https://www.hyetteducation.com/blog/using-scratch-jr-to-introduce-coding-to-ks1</p> <p>planning ideas</p> <p>https://www.scratchjr.org/teach/activities (adult support and some project ideas & instructions)</p> <p>big Blocks to use with whole class</p>
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Year 6 Computing

Term/Topic	Curriculum Objectives	Skills/Knowledge	Apps/Links
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Making Music (Purple Mash unit 2.7)</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can create a sequence of sounds with percussion instruments/my hands/an app • I can access Purple Mash • I can make choices about sounds which go together <p>Further skills:</p> <ul style="list-style-type: none"> • I can record sounds and/or my voice on an iPad • I can explore different digital sounds on Purple Mash 2 Sequence • I can create a sequence of sounds on 2Sequence and play it back to myself • I can speed up and slow down a sequence of sounds • I can add multiple layers of sounds • I can change the volume of sounds • I can explain what I like/dislike about a sequence of sounds • I can create sounds to reflect different feelings • I can upload my own recorded sounds and add them to my tune • I can edit and improve my tune 	<p>iPad voice memos Recordable microphones (IT resource cupboard) Purple Mash 2Sequence</p>
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Presentations (PM 2.8)</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> • I know some different ways information can be presented digitally (e.g. a mind map, an e-book, a fact file, a powerpoint etc) • I can access Purple Mash <p>Further skills:</p> <ul style="list-style-type: none"> • I can make a fact file on Purple Mash • I can present my work so it looks appealing • I can make a quiz on Purple Mash • I can add relevant clip art to my work • I can add relevant photos to my work • I can make a choice about how to present my work • I can use Word, Powerpoint OR Publisher to make a fact file or presentation • I can look at my work and edit it to improve it • I can present my work to my class 	<p>Purple Mash Powerpoint Publisher Microsoft Word</p>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Online Safety/Digital Literacy: Online bullying</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. <p>Further skills:</p> <ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. 	<p>Purple Mash resources Project Evolve Resources</p>
<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Online Safety/Digital Literacy: Online reputation</p>	<p>EYFS objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1 Objective: recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can identify ways that I can put information on the internet. <p>Further skills:</p> <ul style="list-style-type: none"> • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. 	

<p>Summer 1</p> <p>Coding using 2Code Purple Mash unit 1.7 and/or 2.1</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can follow and create some of my own simple (visual) algorithms to complete a simple task • I can sequence algorithm blocks on 2Code to make a simple algorithm • I can test my algorithm to see if it works <p>Further skills:</p> <ul style="list-style-type: none"> • I know that coding means writing instructions for a computer program to follow • I can tinker with and explore the different blocks on Purple Mash 2Code and know what some of them do • I can move my character or object using directional and movement blocks on 2Code • I can use the start and stop blocks to start and finish my algorithm • I can edit and design my own characters and backgrounds • I can use the 'when' command • I can add a sound • I can make two objects or characters interact • I can use the repeat command • I can add a timer to my algorithm • I can debug and test my algorithm • I can make different objects/characters behave in different ways 	<p>Purple Mash 2Code</p>
<p>Summer 2</p> <p>Coding using Lego WeDo to make Milo the Moon Robot</p>	<p>EYFS Objective: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>KS1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs 	<p>Basic skills:</p> <ul style="list-style-type: none"> • I can follow simple algorithms to complete a simple task • I can create a model with a purpose using Lego bricks • I can use the WeDo app to create an algorithm <p>Further skills:</p> <ul style="list-style-type: none"> • I know that coding means writing instructions for a computer program to follow • I can tinker with and explore the different blocks on Lego WeDo app and know what some of them do • I can move my model using the WeDo app • I can edit and design my model for a purpose • I can use blocks on the WeDo app to complete different tasks • I can debug and test my algorithm • I can make my model behave in different ways 	<p>Lego WeDo set</p> <p>Instructions can be found on tshared and at https://education.lego.com/en-gb/lessons/wedo-2-science/getting-started-project-a#1-preparation</p>